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ABSTRACT

The major objectives of this Crystal City, Texas program were dropout prevention, the development of a relevant curriculum for Mexican Americans, and the acquirement of innovative methods and techniques for the successful implementation of programs developed by the project staff. The initial 100 students participating in the Opportunities for Youth in Education (O.Y.E.) program were picked at random from a list of approximately 300 who met the guidelines. Twenty-five sophomores and 25 juniors received a stipend and program services. Another group of 25 sophomores and 25 juniors received only the services. A control group was picked at random from the remaining list of student applicants. A "school within a school' was set up for the O.Y.E. students with a staff of 5 teachers who taught math, science, English, Spanish, and social studies in the morning. The students were in the regular school program during the afternoons. Evaluation of the program consisted of undocumentable results along with statistics on the Amex Evaluation Report, grades, attendance, dropout/retention rate, college orientation results, and the testing program results. (PS)

ED 089913

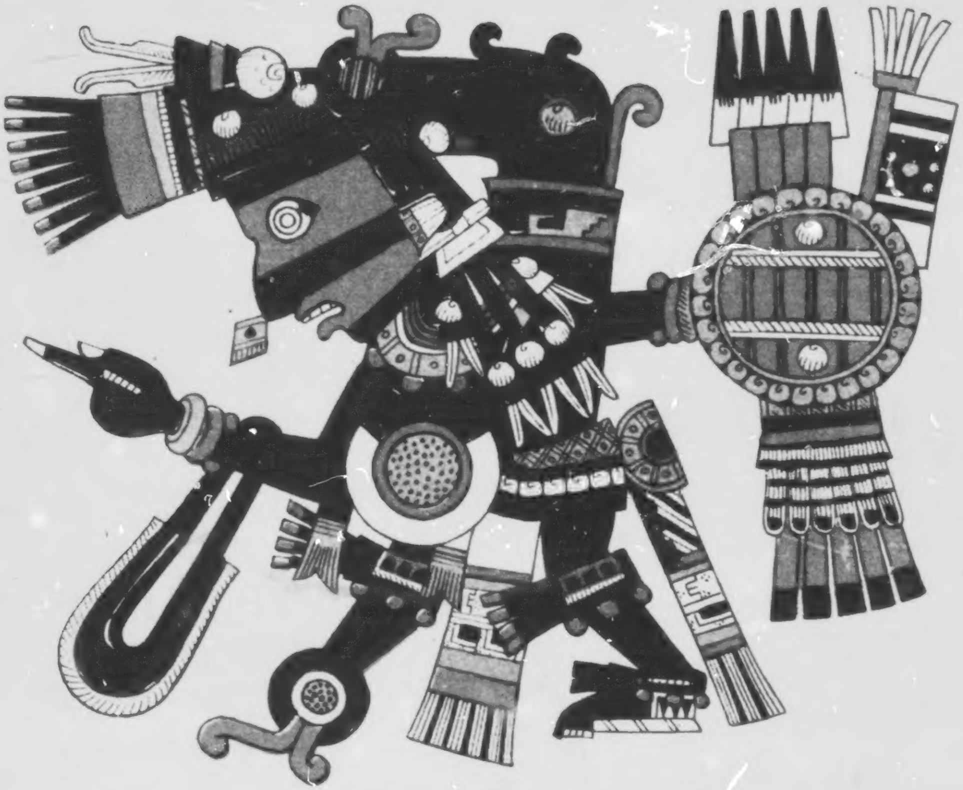
RC 007 827

FINAL REPORT

OPPORTUNITIES FOR YOUTH IN EDUCATION

1972-73

Funded by
Office of Economic Opportunity
Washington, D. C.



TEZCATLIPOCA
God of Providence

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT
CRYSTAL CITY, TEXAS

OPPORTUNITIES FOR YOUTH IN EDUCATION

FINAL REPORT

1971-73

Submitted to:
The Office of Economic Opportunities
1200 Nineteenth Street, N. W.
Room 561
Washington, D. C. 20202

Submitted by:
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Angel N. González, Superintendent
Amancio L. Cantú, O.Y.E. Director
July, 1973

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INTRODUCTION

In early Spring of 1970 the Crystal City students, joined by their parents, put tremendous pressure on the school board in a desperate attempt to force the board to make several educational, attitudinal and administrative changes in the district. As a result of this initial thrust, many expected and unexpected sound and long-awaited changes have taken place in the school of this small south Texas town. These changes have undoubtedly affected not only the educational system in Cristal, but have also had a profound and immeasurable effect on the people of Crystal City, the Chicanos across Texas, and all Chicanos across our nation.

Project O. Y. E. (Opportunities for Youth in Education) is an Office of Economic Opportunity grant and also one of several federal and private grants Cristal has been awarded in an attempt to research and develop innovative methods, techniques, and curriculum relevant to Chicano students in order to ensure them a quality education. This program constituted a major breakthrough at the secondary level. Whereas Astronaut Armstrong took "a giant step forward for mankind" in 1970, Cristal took "a giant step forward for Chicanos" in 1971.

Much was tried, much was learned, and much will be phased into the regular school program in the Fall of 1973. This program achieved a high degree of success due to the help and advice of the personnel at the Office of Economic Opportunity; the cooperation of the students' parents; the dedication of the project staff; the high priority placed on the project by the school board and the administration; and finally, the positive attitude of the students toward the program and the staff.

The O. Y. E. Program director has received numerous requests from school officials and students in other school districts, several university officials, the O. Y. E. staff, the local public librarian, board members, etc. for a copy of this report as soon as it is printed. More requests are anticipated. It is for the benefit of these people who are not familiar with the initial proposal that a brief program rationale and program description are included since without this background information this report would be rather vague and perhaps meaningless to them.

Amancio L. Cantú, Director
Cristal, Tejas
July, 1973

I. RATIONALE FOR THE PROGRAM

According to surveys conducted by the Crystal City Independent School District administration, the dropout rate of the district's students, particularly the Mexican Americans, has been extremely high. Table A on page 2 shows, for example, that there were 670 students enrolled in first grade in 1951-52. Of those, only 189 or 28.2% made it to the third grade two years later. At the end of the sixth grade, the dropout rate was 74.3%; at the end of the eighth, 82.5%; and at the end of the twelfth, 91.2%. Of the children that started out in first grade in 1951-52, 645 were Mexican Americans. Twelve years later, only 37 Mexican Americans had graduated from high school, making it a 94.3% dropout rate.

To add icing on the cake (de pilón), only a very small number of the Chicano graduates went on to enroll in an institution of higher learning. According to the United States Commission on Civil Rights, Report II of October, 1971 (p. 22), the percent of Mexican American youngsters who attend college after high school graduation in the Southwest is 37.4%. Up until two years ago, this school district had not kept any such statistics; however, one can fairly assume that very few, if any, of the 37 Chicano graduates of 1963 went to college and fewer still graduated with a four-year degree. This is very obvious when one considers the extremely low number of Chicano professionals (persons with at least a four-year degree) Crystal City schools have produced in proportion to the large number of Chicano students who have enrolled in school over a span of about 75 years. In the entire local history of the public schools, Cristal has produced the following meager list of Chicano professionals: two lawyers, four college professors, approximately 45 teachers, only two in the medical field - a pharmacist and a chemist, and

CRYSTAL CITY INDEPENDENT SCHOOL DISTRI
ENROLLMENT STATISTICS

YEAR	CENSUS	TOTAL ENROLLMENT	SP. ED.	K	1	2	3	% DROP OUT	4	5	6	% DROP OUT	7	8	% DROP OUT
1951-52	2483	1988			670	236	249		142	154	137		112	92	
1952-53	2380	1983			701	201	212		207	135	123		115	86	
1953-54	2460	2141			748	224	189	71.8	222	194	133		97	96	
1954-55	2583	2349			831	275	218	68.9	187	200	170		104	91	
1955-56	2636	2453			676	363	283	62.2	234	179	181		157	99	
1956-57	2635	2675			652	360	358	56.9	307	238	172	74.3	160	155	
1957-58	2767	2707			658	360	333	50.7	332	281	202	71.2	[illegible]	146	
1958-59	2889	2708			540	320	301	53.8	341	305	268	64.2	173	117	82.5
1959-60	2958	2829			529	322	315	52.1	325	301	283	65.9	251	155	77.9
1960-61	3029	2889			529	273	301	44.3	323	282	315	53.4	262	208	72.2
1961-62	3079	2903			482	333	281	46.9	292	297	278	57.4	295	228	72.6
1962-63	3115	2971			480	315	350	33.8	272	276	316	52.0	266	242	64.2
1963-64	3193	2955	10		468	303	308	36.1	303	271	260	51.9	311	219	66.4
1964-65	3264	2977	17		480	284	285	40.6	302	300	255	51.8	258	268	59.3
1965-66	3335	2979	13		454	292	292	37.6	281	294	298	43.7	258	222	58.9
1966-67	3129	2989	16		423	287	297	38.2	283	279	291	39.6	297	217	59.0
1967-68	3258	2962	12		412	269	278	38.8	286	276	287	40.2	270	252	52.4
1968-69		3087	14		411	257	253	40.2	258	284	272	41.9	258	227	52.9
1969-70		3039	12		372	253	258	37.4	239	272	274	42.9	255	244	49.2
1970-71		3226	9	46	394	275	262	36.3	259	254	284	37.4	265	227	51.5
1971-72		2574	12	185	254	323	257	30.9	237	231	222	47.5	247	219	54.4
1972-73		2859	9	190	255	242	304	22.9	251	233	236	42.7	222	232	48.9

TABLE

STAL CITY INDEPENDENT SCHOOL DISTRICT
ENROLLMENT STATISTICS

5	6	% DROP OUT	7	8	% DROP OUT	9	10	11	12	% DROP OUT	TOTAL	NO. GRADUATES				NO. GRADUATES PLANNING ENTER COLLEGE			
												W			CH	W	A	B	CH
154	137		112	92		71	56	38	31		31	31							
135	123		115	86		65	53	52	33		33	33				13		0	
194	133		97	96		84	60	50	44		41	41				14		0	
200	170		104	91		98	73	53	49		45		[illegible]	1	20	19		1	
179	181		157	99		82	83	68	48		43		29	0	14	25		0	
238	172	74.3	160	155		82	62	64	65		63		35	0	28	35		0	
281	202	71.2	[illegible]	146		150	69	54	53		49		13	3	33	25		2	
305	268	64.2	173	117	82.5	122	114	58	49		46		20	1	25	27		1	
301	283	65.9	251	155	77.9	[illegible]	98	100	47		46		19	0	27	27		0	
282	315	53.4	262	208	72.2	121	91	95	89		81		29	1	51	38		0	
297	278	57.4	295	228	72.6	167	95	78	77		64		21	0	43	31		0	
276	316	52.0	266	242	64.2	188	126	76	62	91.7	59		20	2	37	33		0	
271	260	51.9	311	219	66.4	197	145	91	69	90.9	64		18	1	45	38		0	
300	255	51.8	258	268	59.3	179	149	117	83	89.7	77		16	1	60	31		[illegible]	
294	295	43.7	258	222	58.9	226	140	124	106	87.7	102		39	0	63	72			
279	291	39.6	297	217	59.0	187	182	119	111	87.2	100		33	0	67	50		0	
276	287	40.2	270	252	52.4	202	158	164	106	85.7	93		21	0	72	62		0	
284	272	41.9	258	227	52.9	234	189	131	141	81.1	125			2		63		0	
272	274	42.9	255	244	49.2	233	201	160	105	82.8	93		30	0	63				
254	284	37.4	265	227	51.5	235	193	165	140	75.3	115		24	0	91	15		0	35
231	222	47.5	247	219	54.4	231	154	141	134	79.6	108		0	1	107	0		1	80
233	236	42.7	222	232	48.9	248	194	130	113	76.6	113		0	0	113		0	0	98

TABLE A

three in other areas.

We attribute this embarrassing failure of our school system to a combination of many factors, but particularly to the following:

A. First grade Spanish dominant students were subjected to all sorts of hardships and frustrations as they found it impossible to make the transition from home life to school life due to being linguistically and culturally different from their teachers and peers.

B. The general attitude of administrators, counselors, and teachers toward the Mexican American child as being dirty, lazy, dumb, speaking a foreign and subordinate language, and having "odd" customs was detrimental to the personal growth and development of the child's self-image.

C. The poverty plight in which these children and their families find themselves has a very detrimental effect on their educational and social development.

D. The curriculum, including textbooks, library books, supplementary materials, etc., are designed for the white, Anglo-saxon, middle-class child. This curriculum is not relevant to Chicano students at all.

E. Many other factors, especially the above mentioned, develop a negative self-image among almost all Chicano students. This negative self-image together with the strong inferiority complex that results because of it, is responsible for the high dropout rate heretofore mentioned.

Because of the sad and shameful statistics mentioned above, the Crystal City Independent School District submitted a proposal, Opportunities for Youth in Education, to the Office of Economic Opportunity in the Spring of 1971. The primary goals of this program were: (1) to reduce the dropout rate of high school students as much as possible; (2) to research, develop, pilot test, field test, evaluate and write curriculum materials relevant to the Chicano high school student; and (3) to orient, encourage, and prepare as many of these students as possible for college. This proposal was approved and funded by O.E.O. with the target date of September 1, 1971 for implementation; however, the program was delayed until November 15, 1971.

II. PROJECT DESCRIPTION

A. Selection of Participants and Financial Aid

The initial 100 students participating in this program were picked at random from a list of approximately 300 who met the guidelines (needed to come from low income families, be bilingual-bicultural, etc.). Fifty sophomores and fifty juniors were picked. The first 25 sophomores and the first 25 juniors were labeled "Group A". They received a stipend of $4 per day in attendance and a monthly sum was placed in the bank in form of a trust fund so that now, at the end of the two-year program, each [illegible]e has a total of $2,400 in said fund to be used only for college or university expenses. The second 25 sophomores and 25 juniors who were picked were labeled "Group B". These students received neither the stipend nor the trust fund benefits...only the services of the program. A control group, "Group C", was picked at random from the remaining list of student applicants left in the regular high school program.

B. Summary of the Program

A "school within a school" was set up. These O.Y.E. students were serviced mainly by an O.Y.E. staff which was made up of an instructional staff of five and a supportive staff of five. The instructional staff consisted of five teachers who taught Math, Science, English, Spanish and Social Studies. The composition of the supportive staff was a program director, a coordinator, a curriculum writer, a family involvement counselor, and a student counselor.

The students were housed in five rooms in a junior high school building adjoining the high school on the same campus. All the supportive staff, except the director, was also housed in the same building in two separate offices with the student counselor and secretary occupying one of them.

The students spent all morning in the O.Y.E. program and joined the regular high school program in the afternoon to take elective courses. Below is a sample of an O.Y.E. student's weekly schedule. Every student took each one of the five two-hour classes twice a week.

PERIOD	TIME	MON.	TUE.	WED.	THU.	FRI.	
1-2	8: 15-10: 10	English	Science	Spanish	Math	Soc. St.	OYE PROG
3-4	10: 20-12: 10	Math	Soc. St.	English	Science	Spanish	
5	12: 10- 1: 10	Lunch					
6	1: 15- 2: 10	Electives-(most took Choir, Ballet, Teatro, and Band the second year)					REG PROG
7	2: 15- 3: 10	Elective					

During the first year, 1971-72, the students had lab sessions from 3 p.m. to 5 p.m. Attendance at these sessions was required. This project was a partial failure in that students felt they were forced to attend school after school hours and attendance at these sessions together with the students' interest dropped.

Five O.Y.E. staff members left the program at the end of the first year including the director. The combination of the new director, the four other new staff members, and the remaining staff members added a different perspective to the program.

A list of O.Y.E. student participants, Groups A and B, is found on page 8 and a list of students who made up Group C, the control group, in the regular program, is found on page 9.

On pages 10 and 11 are lists of O.Y.E. personnel for both school years. The staff felt a need not only for a job description of each staff position (on pages 12 through 19), but also an organizational chart (page 20). These, they believed, would provide an organizational base so essential to any successful program.

The stage was set for the operation of the program. The staff together with the students set out to meet the objectives of the program; namely: the prevention of dropouts, the development of relevant curriculum for Chicanos, and the acquirement of innovative methods and techniques for the successful implementation of whatever programs developed by the project staff.

Crystal City Independent School District

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CRYSTAL CITY TEXAS 78839

Student Participants 1972-1973
Opportunities for Youth in Education

JUNIORS		SENIORS	
Group A	Group B	Group A	Group B
1. Alvarado, Jesusita	1. Acosta, Delfino	1. Benavídez, Xavier	1. Avila, Celia
2. Avila, Gloria	2. Adame, Aurora*	2. Casarez, Rosa	2. Avila, Ricardo
3. Balboa, José Luis	3. Alvarado, Ricardo	3. Cisneros, Janie	3. Cuellar, Jorge
4. Caranco, Viola	4. Barrios, Cruz	4. Cisneros, Sylvia	4. De Hoyos, René
5. Castillo, Noé	5. Castañeda, Gloria	5. Cortinas, Valeriano	5. De la Fuente, Elías
6. Contreras, Betty	6. Coronado, Jesse	6. Falcón, Lino	6. Garza, Adelina
7. Dávila, Roy	7. Faz, Abel*	7. Fiscal, Rogelio	7. Gonzalez, Victoria
8. Díaz, Irma	8. Flores, Ana María	8. Fuentes, Minerva	8. Hernández, Emma
9. Facio, Alma	9. Fuentes, Ramiro*	9. Guerrero, John	9. Hernández, Robert
10. Faz, Elizabeth	10. Gallegos, Regina	10. Guerrero, Torivio	10. López, Dennis
11. García, David	11. Gonzalez, Antonio	11. López, Carlos	11. López, Johnny
12. García, Rosalinda	12. Hernández, Gloria	12. López, Eddie	12. Luna, Oscar
13. Guevara, Frank	13. Juárez, Yolanda	13. Maldonado, David	13. Mandujano, Alicia
14. Guzmán, Adolfo*	14. Lara, Irene*	14. Moncada, Johnny	14. Martínez, Diana
15. Luna, José Armando	15. Martínez, Judy	15. Peña, Albina	15. Mata, Carolina
16. Moncada, Marcela	16. Ortiz, Dora	16. Ramírez, Ramiro	16. Mata, Cruz (Male)
17. Moreno, Irene	17. Peña, Eva	17. Ramón, Marta	17. Nevárez, Susana
18. Rivera, Guadalupe	18. Riojas, Guadalupe	18. Ríos, Carlos	18. Ortiz, Sabino
19. Rocha, Eufemia	19. Ruiz, George	19. Rodríguez, Aurora	19. Pérez, Elsa
20. Rodríguez, Freddy	20. Sánchez, Manuel	20. Sánchez, Rose Mary	20. Pérez, Luis
21. Rodríguez, Marcelina	21. Sandoval, Linda	21. Sánchez, Estela	21. Rangel, Rita
22. Ruiz, Clara Nancy	22. Sulaica, Jesse	22. Sepúlveda, Irene	22. Rodríguez, Norberto
23. Valadez, Luis	23. Velásquez, José Luis	23. Tamez, Cleofas	23. Torres, David
24. Vera, Estella	24. Villegas, Gregoria	24. Terán, Alfredo	24. Zapata, José
25. Zavala, Leticia	25. Ynocencio, Joel*	25. Zavala, Ramiro	

*Withdrew from program either temporarily or permanently. See Project Student Withdrawal Summary on next page.

PROJECT OYE

CONTROL GROUP IN REGULAR PROGRAM

Juniors

1. Adame, Elvira
2. Benavides, Jaime
3. Castillo, Raúl
4. Castro, Gracie
5. Cuellar, Leroy
6. Cuello, Janie
7. Dávalos, Priscilla
8. Delgado, Norma
9. García, Mary Eloisa
10. Gómez, Norma
11. González, Oscar
12. Guerrero, Esmeralda
13. López, Elsa
14. López, Ramón
15. Maldonado, Aurora
16. Músquiz, Héctor Homero
17. Navarro, Armando
18. Olivárez, Diana
19. Olivárez, Elena
20. Olivárez, Estela
21. Peña, Gloria
22. Pérez, Ana
23. Rodríguez, George
24. Ruiz, Faustina
25. Torres, Josefa

Seniors

1. Acosta, Tony
2. Benavides, Felix
3. Caballero, Luis
4. Cervera, Jesse
5. Contreras, Mary Lou
6. De la Rosa, Becky
7. Delgado, Angie
8. Díaz, Eleazar
9. Flores, Raúl David
10. Fuentes, Alma
11. García, Juan
12. Guerra, José
13. Guzmán, Pete
14. Hernández, Mary M.
15. Lomas, María Alicia
16. Moreno, Isabel
17. Ortiz, Angie
18. Palacios, Joe
19. Pérez, Bartolo
20. Rivera, Magdalena
21. Salinas, Linda
22. Sulaica, Primitivo
23. Torres, Yolanda
24. Tovar, Jesse
25. Villarreal, Norma

Crystal City Independent School District

805 EAST CROCKETT STREET
CRYSTAL CITY, TEXAS 78839

Opportunities for Youth in Education
Personnel
1971-1972

A. Supportive Staff	Position	Yearly Salary
Genaro Rodríguez	Project Director	$14,500
Sally Andrade* - Virginia Fernandez	Coordinator	12,000
Juanita Garza	Curriculum Writer	10,000
Eugenio Ruiz	Student Counselor	10,000
José Talamántez, III	Family Counselor	10,000
B. Instructional Staff		
Ninfa Lozano	English	10,000
Charlotte Hendricks** - Marcos Esquivel	Math	10,000
Monroe Whitman	Science	10,000
Segifredo Sáenz	Spanish	10,000
Garner Foley	Social Studies	10,000
C. Clerical and Para Professional Staff		
Juanita Esquivel	Secretary	4,200
Josefina Villarreal	Counselor's Aide	4,200
Yolanda Nevárez	Teacher's Aide	3,150
Herminia Mandujano	Teacher's Aide	3,000
Gloria Moreno*** - Diana Garciá	Teacher's Aide	3,000

*Sally Andrade quit at mid term and was replaced by Virginia Fernandez.

**Charlotte Hendricks chose to go back to the regular program at mid term and was replaced by Marcos Esquivel.

***Gloria Moreno quit because she moved to Del Rio, Texas and was replaced by Diana Garciá.

Crystal City Independent School District
605 EAST CROCKETT STREET
CRYSTAL CITY, TEXAS 78839

Opportunities for Youth in Education
Personnel
1972-1973

A. Supportive Staff

Supportive Staff	Position	Yearly Salary
Amancio L. Cantú	Project Director	$14,500 + 2,500 Local
Dr. José Acosta Torres	Coordinator	12,000 + 2,000 Local
Juanita Garza	Curriculum Writer	10,000
Eugenio Ruiz	Student Counselor	10,000
José Talamántez, III	Family Counselor	10,000

B. Instructional Staff

Ninfa Lozano	English	10,000
Marcos Esquivel	Math	10,000
Monroe Whitman	Science	10,000
Ignacio Mata* - Rodolfo Espinoza	Spanish	10,000
Benito Pérez	Social Studies	10,000

C. Clerical and Para-Professional Staff

Juanita Esquivel	Secretary	4,200
Josefina Villarreal	Counselor's Aide	4,200
Henry Estrada	Teacher's Aide	3,150
Sylvia Martínez	Teacher's Aide	3,000
David Cortinas	Teacher's Aide	3,000

*Ignacio Mata was promoted to assistant principal at the high school at mid term (January, 1973).

C. Job Descriptions

1. Project Director

   a. Assist executive officer in recruitment.

   b. Coordinate the selection of all participants.

   c. Be responsible for preparing all information pertaining to personnel, pupil accounting, and certification of all documents, along with executive officer of the Crystal City Independent School District.

   d. Carry on a continuous study...and make recommendations...

   e. Be responsible for the preparation of evaluations and the assembling of materials.

   f. Mingle with students, observe classes. Make himself readily available to staff, students, aides.

   g. Conduct meetings with an appropriate agenda and purpose. Announce meetings in advance.

   h. Supply staff with materials needed.

2. Curriculum Coordinator

   a. The duties of the curriculum coordinator fall into two broad areas:

      1) Conduct an on-going study of the total program in cooperation with the teachers, students, and parents and make recommendations to the project director.

      2) Serve as liaison between the project director and the staff.

   b. Specific duties include:

      1) Plan, coordinate and evaluate the curriculum design with the aid of the staff.

2) Assist curriculum writer in researching, writing and implementing curricula relevant to the Chicano students.

3) Suggest consultative services for identifying and solving instructional problems.

4) Provide the project director with periodic progress reports of instructional programs and curriculum changes.

5) Assist in organizing all teacher in-service programs and chair meetings in the absence of the project director.

6) Assist in coordinating the selection of materials, textbooks, and teaching aids to be used in the project.

7) Visit classrooms to observe and evaluate the performance of students and teachers.

8) Assist the teachers and aides, offer suggestions and help in planning teaching strategies and using sound teaching techniques and motivating students regarding punctuality and school attendance.

9) Should have the authority to make decisions in the absence of project director.

3. Family Counselor

a. Make community aware of:

1) Project

a) Parent-faculty meetings.

b) Individual and group meetings.

c) Counseling with students and parents.

            - d) Attendance
            - e) Medical help (school aid).
            - f) Reporting to parents (grades, student attitudes, etc.)
            - g) Inform parents about board meetings, advisory committee meetings, etc.
            - h) Public Relations
            - i) Liaison between the home and the O.Y.E. program.
            - j) Documentation of attendance cases.
        - 2) Community progress
            - a) Adult Basic Education
            - b) Family planning
            - c) Medical services
            - d) Welfare, social security
            - e) Clothing
            - f) NSLP (Free Lunch Program)
    - b. Work on other projects assigned to him by the director.

4. Student Counselor
    - a. Individual Counseling
        - 1) Individual problems (family, financial, etc.)
        - 2) School-academic and discipline problems; teacher-student relations
    - b. Group Counseling
        - 1) Social problems
        - 2) School problems
            - a) Project

        - b) Scheduling
        - c) Grade system
        - d) Teacher-Student relations
        - e) Curriculum
    - c. Coordinate efforts with Family Involvement Counselor
        - 1) Attendance
        - 2) School Problems (attitudes, grades, etc.)
        - 3) Social Problems
    - d. Correlation of work with teachers and supportive staff
        - 1) Conferences with staff, student, and family counselor.
        - 2) Pass on feedback from students to teachers.
    - e. Obtain college information for students
        - 1) Correlate efforts with Family Involvement Counselor.
        - 2) Expose students to college life (vist campus).
    - f. Study current program and make recommendations.
    - g. Admission requirements to college.

5. Curriculum Writer
    - a. Conduct research regarding innovative approaches which can be used in our classrooms, organize them, present them to the staff, and finally document results. Methods and techniques should be demonstrated in the classrooms by the writer.
    - b. Work in conjunction with coordinator and staff in planning curricula.
    - c. Observe classes in action and confer with teachers individually at a designated time to discuss teacher and student presentations.

6. Science Teacher

   a. To make subject interesting to students using other than "traditional" methods.

   b. Research subject material.

   c. Counsel students with problems and observe problems.

   d. Set example for students.

   e. Innovate subject area.

7. English Teacher

   a. To help pupils rationalize.

   b. To help pupils communicate effectively.

   c. To help pupils feel keenly.

   d. To help pupils shape and order their thoughts and experiences.

   e. To be aware of principles of learning.

   f. To organize and plan lessons relevant to the students.

   g. To try various methods, select the best one and document the positive as well as the negative aspects of a lesson.

   h. To develop sound evaluation methods by teacher, and allowing students to evaluate themselves and their peers.

   i. Plan for individual differences.

   j. To avoid meaningless repetition. Arrange the classroom situation so that the pupils can analyze, discriminate, compare, and generalize.

Overall the English teacher should plan an integrated program--plan learning situations that fuse several aspects of English. Composition and and discussion related to the values and concepts illuminated by the study of literature should take place. Reading and library skills should be taught in preparation for a panel discussion. Grammar, spelling, and the principles of rhetoric or logic used as means to the effective expression of rational and imaginative thinking should be stressed.

8. Math Teacher

   a. Find the level of instruction (knowledge of the subject) of each individual and try to meet his needs.

   b. Find the type of instruction best suitable to the student and try to teach him in that manner.

   c. Teach basic math, algebra, geometry, and trigonometry (if a student is able to go beyond trig, introduce him to it).

   d. Change the classroom situation to avoid boredom...use lecture (teacher), discussion (teacher-students), individualized instruction (one-to-one; teacher-student), class activities (students making physical objects to work with), student presentation, and assignments (in and out of the classroom).

   e. Keep in contact with student and family counselors as to what is going on in class and how the students act and react.

   f. Work with the curriculum coordinator and curriculum writer and keep them informed about teaching modules.

   g. Use out of class resources, community people and places, and other resources (specialists and field trips).

9 Social Studies Teacher

   a. Teach the students about their city government and city charter.

b. Teach the students the laws and procedures for any type of elections using the Texas Election Law Book.

c. Teach the students the proper way of answering essay questions concerning social studies.

d. Teach citizenship by having the students participate in mock elections and also real elections (county, state, and school).

e. Teach the students what the jobs of the presiding judge, clerks, and poll watchers are in elections by selecting students to participate as such in mock elections.

f. Teach the students to get more involved in their local government by serving as interns under city officials (those who are elected as the city officials in the O.Y.E. mock election).

g. Teach the students to get more involved in practicing their voting rights and working in political campaigns and elections.

h. Teach the students how to write reports and assigning several reports during the year.

10. Spanish Teacher

a. To help each student learn the Spanish language and its literature.

b. To help the O.Y.E. staff develop a program of education relevant to the Chicano, especially in improving his native tongue, Spanish.

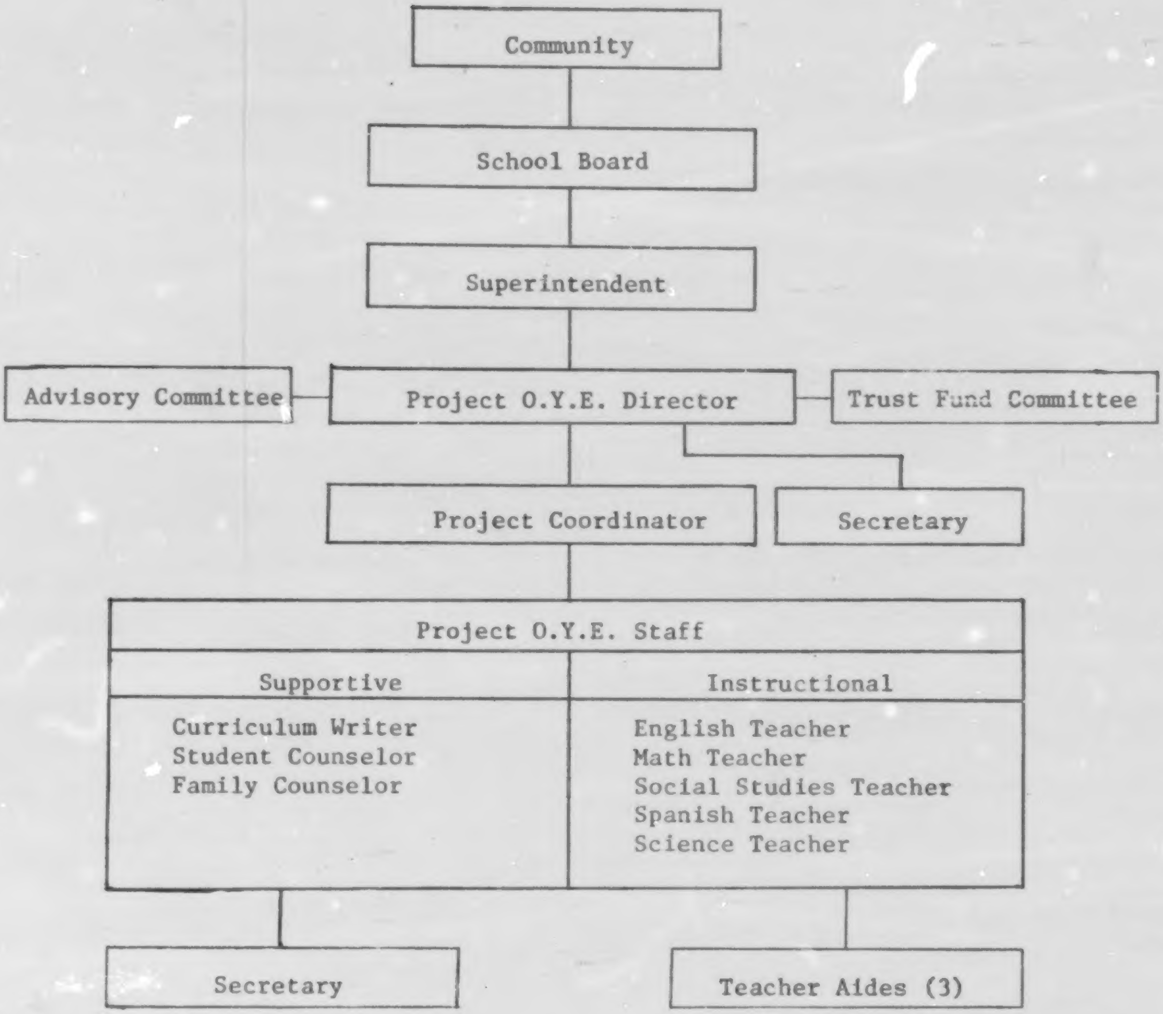
c. To try to influence the use of Spanish and instill in the students the need to better their Spanish.

d. To work cooperatively with the O.Y.E. staff members in order to develop innovative curriculum, techniques, and methods for program implementation.

e. To prepare the students to succeed in their future life, especially in college.

Crystal City Public Schools
Crystal City, Texas

Project O.Y.E.
Organizational Chart



III. PROJECT REPORT

A. The Advisory Committee

In August, 1971 an interim O.Y.E. Advisory Committee was formed. The composition of this committee reflected the proposal's guidelines (two students, two parents, two teachers, two school administrators, and four community representatives). This interim committee was dissolved and a permanent committee was elected by students, parents, teachers and community organizations in February, 1973. The interim and permanent committees played a very important and helpful role in the project, especially in the initial stages when much valuable input from such a cross-representation of the community and school assisted in the implementation of the program.

The members who served on the interim advisory committee (1971-72) and the permanent advisory committee are listed on page 22. Once the program was implemented, the committee continued to be a source of new ideas. During brainstorming sessions, ideas came up such as forming a dance group (out of which grew the Ballet Folklorico), taking not only students, but also parents to visit colleges or universities, having Denver students stay with student sponsors, encouraged students and parents to go to Denver, sponsoring a free evening school for the community, and many others. Some of these ideas were realized while others are still waiting to be implemented next fall.

The chart on page 23 shows the dates on which the committee met and the main topics discussed.

Crystal City Independent School District
805 EAST CROCKETT STREET
CRYSTAL CITY, TEXAS 78839

OFFICE OF THE SUPERINTENDENT

O.Y.E. Advisory Committee
1971-1972

Name	Vocation	Address	Phone
Angel N. González	School Supt.	1211 E. Edwards	374-2291
Rosemary Stauber	Community Rep.	1205 E. Crockett	374-3416
Moses Peña	Community Rep.	816 E. Edwards	374-3436
Juan Cotera	Community Rep.	305 W. Zavala	374-3229
Nancy Vidaurri	Community Rep.	P. O. Box 37	none
Amancio L. Cantú	School Adm.	1202 E. Edwards	374-3051
Janie Monroe	H.S. Teacher	622 E. Bexar	374-3720
Jane de la Cerda	Teacher	121 E. Edwards	374-2678
Francisco Benavidez	Parent	125 Highland Cir.	374-2208
Emma Gallegos	Parent	1007 E. Uvalde	374-2624
Tony Acosta	Student	1519 N. 5th	374-3513
Diana Serna	Student	702 E. Dimmit	374-2374

O.Y.E. Advisory Committee
1972-1973

Name	Vocation	Address	Phone
Angel N. Gonzalez	School Supt.	1211 E. Edwards	374-2291
Roberto Fernández	School Adm.	902 E. Valverde	374-2737
Ventura Gonzales	Community Rep.	1729 N. 6 1/2 Ave.	374-2537
Angel Gonzales	Community Rep.	1503 N. 7th Ave.	374-3037
Gregoria Delgado	Community Rep.	1012 Laredo St.	none
Gilbert Sánchez	Community Rep.	729 E. Bexar	374-2579
Irene Moreno	Student	114 E. Chambers St.	
Aurora Rodriguez	Student	521 E. Holland Ave.	
Diamantina Peña	Parent	218 E. Lake	none
Julian Avila	Parent	1321 N. 7th Ave.	374-3564
Janie Monroe	Reg. Prog. Teacher	622 E. Bexar	374-2676
Ninfa Lozano (Chairman)	O.Y. Teacher	814 E. Crockett	374-2763

Crystal City Independent School District
Project O.Y.E. Advisory Committee
Summary of Minutes
1971-73

Meeting Date	Main Business
August 12, 1971	(1) Introduction of staff and committee members, (2) Program orientation session, (3) Set meeting dates.
August 26, 1971	(1) Interim committee voted to become the permanent committee, (2) Trust Fund Committee members appointed.
September 28, 1971	(1) O.Y.E. staff report on college campus visitations and O.E.O. National Conference in Cristal, (2) Director reported present advisory committee is an interim committee until members are elected by the various groups represented.
October 11, 1971	(1) Selection of student participants
October 28, 1971	(1) O.E.O. consultants Barbara Washburn and Alex Armandiaz introduced, (2) Curriculum presentations by O.Y.E. instructional staff
December 9, 1971	(1) O.Y.E Program pregress report, (2) Announcement of November 15, 1971 as starting date for program, (3) student schedules reviewed, (4) Established procedures for election of permanent Advisory Committee.
February 21, 1972	(1) O.Y.E. Program report (2) Discussion of election of community representatives for Advisory Committee
March-May, 1972	Minutes to these three meetings were lost.
June-October	Advisory Committee inactive
November 23, 1972	(1) Introduced new staff, (2) Program progress report, (3) Planned O.Y.E. program projects for remainder of school year, (4) Report on O.E.O. auditor's findings.
December 14, 1972	(1) Decided to contact community organizations, O.Y.E. student body, O.Y.E. parents, and teachers and ask them to elect their representatives to the Advisory Committee.
January 25, 1973	(1) Received and reviewed names of persons' elected by the different groups, (2) Function of Ballet Folklórico discussed and plans for publicity made (3) Dissolvement of present Advisory Committee
February 23, 1973	(1) New members of committee introduced, (2) Informal program orientation by O.Y.E. staff held, (3) Purpose of AMEX discussed (4) Appointed four persons as Trust Fund Committee Alternates.
March 22, 1973	(1) Possible student exchange program with Denver discussed, (2) Counselors explain their role in program, (3) Plans to encourage O.Y.E. students to attend college made (4) Student attendance report and discussion.
April 26, 1973	(1) Ideas about Ballet Folklórico shared, (2) Report on Municipal Government Module (3) Report on student exchange program (4) Report on college-bound seniors
May 17, 1973	(1) Report on Ballet Folklórico's performances, (2) Report on college-bound seniors, (3) Report on trust fund guidelines, (4) Discussion on incomplete work by migrant students, (5) Closing of program discussion (6) Plans made for publishing of O.Y.E. Magazine

B. The Trust Fund Committee

The Trust Fund Committee was appointed by the Advisory Committee on its meeting of August 26, 1971. The appointed members of this committee were:

Rey Pérez	Attorney
Patrick Piotter	Accountant
José D. Cuevas	School Business Manager
Moses Peña	Pharmacist
Amancio L. Cantú	School Administrator

The committee met in September of 1971 with the O.Y.E. Program director during which the director explained the O.Y.E. program and reviewed the proposal's guidelines concerning stipends, the trust fund, and the trust fund committee's function.

During the second year of the program, the committee met three times to work on the guidelines. Most of the discussion and planning was done during the first two meetings even though two or three members were not present. Their absence; however, did not have any significant bearings on the work of the committee since the Advisory Committee had appointed four alternates to serve on the Trust Fund Committee. The alternates were:

Gilbert Sánchez	Del Monte Worker
Dr. José A. Torres	O.Y.E. Coordinator
Gregoria Delgado	Housewife
Eugenio Ruiz	O.Y.E. Student Counselor

The Trust Fund Committee met on April 6, 1973 to finalize the trust fund guidelines which are found on the next four pages. They were mimeographed in both English and Spanish and passed out at an O.Y.E. student body assembly where the director discussed them thoroughly. During the parents' meeting of May 8, 1973 the director went over the guidelines very thoroughly in Spanish to make sure all parents understood them well.

Crystal City Independent School District
Crystal City, Texas
Project O.Y.E.
(Opportunities for Youth in Education)

The Project's Trust Fund Committee has authored the following guidelines which have become the district's official policies concerning the disbursement of O.Y.E. students' trust funds. These guidelines are pending O.E.O. approval. The committee realizes that there will be some students who will be confronted with problems not covered by these guidelines. The committee has agreed to meet at any future time to help solve any student's problems and to establish additional procedures as needed.

1. Each student is allowed a minimum of $2,400 available to him under one or any combination of the following options:

   Plan A - $600 a year for four (4) years

   Plan B - $800 a year for three (3) years

   Plan C - $1,200 a year for two (2) years

   Plan D - $1,200 for first year and $400 a year for three (3) years

   Plan E - $2,400 for one (1) year (for technical or vocational students)

   The availability of funds for each of the students will be flexible enough to meet the individual needs of all students.

2. The above plans are based on full-time enrollment. Full-time enrollment will be regarded as taking a minimum of twelve (12) hours during the Fall and/or Spring semesters and a minimum of six (6) hours during the first and/or second semester(s) of the summer session.

   If a student enrolls part-time, his allotted amount may be prorated (either ½ or ¼ of allotment).

3. Mr. José D. Cuevas, financial officer, will be the disbursing officer. Students are to contact him at 805 East Crockett (telephone 374-3616) for disbursement information.
4. The initial payment to the college or university will cover entrance fees, tuition, books, and room and board if the student stays at the college dormitory. The balance of the allocation will be forwarded to the student in equal monthly payments (prorated by semesters in attendance) for personal expenses such as supplies, food, recreation, laundry, etc.
5. The O.Y.E. counselor will do everything he can to help all O.Y.E. seniors in obtaining scholarships, loans, etc. If a student should receive a scholarship, his O.Y.E. Trust Fund will be used to pay for whatever the scholarship does not such as rent, food, and other personal expenses.
6. Trust Fund monies will be used to enroll in any academic, technical or vocational courses leading to a bachelor's degree or a technical or vocational diploma and/or certificate.
7. If a student desires to wait up to one (1) year after his initial enrollment in college he must sign a letter of intent indicating the waiting period desired and submit it to the financial officer (Mr. Cuevas). A form letter will be provided for the students' convenience.
8. If any student does not wish to attend a college, university, technical or vocational school, he must sign a form letter (which will be provided) to the Trust Fund Committee in order to release his funds. The committee will then meet to conduct a lottery and draw a name from the list of Group B students. If the student whose name is drawn does not wish to accept this

stipend and attend college, the committee will draw another name until one is found who will accept the stipend and continue his education in college or vocational school.

9. After the initial group of 25 students are enrolled, If there is a student who wishes to withdraw from the program he must do one of two things:
   (a) Send a letter to the financial officer (Mr. Cuevas) indicating his/her intention to withdraw and also sign the form letter releasing the balance of his trust fund. This balance will be transferred to a special fund which will be used to help students with emergency problems which may arise, such as a serious illness or a death in the family (spouse, off-spring, father, mother, sister, brother, grandfather, grandmother) requiring money for travel, meals, and related expenses. In any case, the Trust Fund Committee will meet to review each case individually for final approval.
   (b) Write a letter to the financial officer asking for a waiting period, not to exceed one calendar year from date of withdrawal. Each student can be granted only one (1) waiting period after his initial college or trade school enrollment.
10. The trust fund will be available and kept active for a period of five (5) years, June 1, 1973 through May 31, 1978.
11. If there is a balance in the trust fund of any student graduating from a college, university, or technical-vocational school, said balance may be used to purchase books and/or tools needed by the student to help him/her get started. Receipts for such purchases must be turned in to the business

manager together with purchase order.

12. Stipend monies not paid to students who have been absent during the duration of the project will be placed in the fund for emergencies.

13. If a student receives a scholarship, he/she will select any of the five (5) plans proposed in these guidelines (Item #1) that will best suit the needs of the student.

14. The disburser (business manager) will send each student a statement in July of each year showing the balance in his trust fund to that date.

C. Family Involvement Program

Parental involvement was an extremely important service in the O.Y.E. Program since the school alone cannot fully understand nor meet the needs of a student. The prime concerns of the family counselor were to create among parents a feeling of being part of the school system and to help the parents solve problems at home that had a direct effect on the student. The furtherance of the relationship between the parents, school, and community has been an extremely important outcome of the program.

Parental involvement was one of the basic services of this program. Project O.Y.E. recognizes parental involvement as a vital factor in the educational process. Five main objectives on community and education awareness have been the main functions of the family counselor. In order to fulfill the objectives, the family counselor involved the families of the participants in an extensive campaign of community and educational awareness during the phase of the program. The five basic areas of concentration were:

1. Home visitations
2. General sessions
3. Individual and small group sessions
4. Awareness of community resources, and
5. Involvement in community affairs

The following is a description of activities undertaken by the O.Y.E. family counselor in each of the five areas.

1. Home Visitations

A very successful aspect of the program during the course of the project was the home visitations made by the family counselor. Through these home visitations, the family counselor created a very strong home-school relationship between the parents and the program. The home visitations helped the family counselor in having parental conferences and to discuss information that needed to be shared or explained to them.

In the past, the home visitor's role had been one of only visiting homes when a student was absent or when he became a disciplinary problem at school. This role had placed the home visitor as just a "truant officer" and a "bad guy". The O.Y.E. family counselor added a positive approach to the program by also taking "good news" to the home such as letting parents know how well their youngsters were doing in school, informing parents of scholarships awarded to their youngsters, informing them about arrangements he had made for the student to see a physician or the purchase of new clothes, etc.

All of the 97 sets of parents extended a sincere welcome to the family counselor when he visited the homes, and were very cooperative. With this type of relationship the family counselor was able to discuss and provide the parents with information concerning the nature of the family or student problem. Since the family counselor knew most of the parents of the students participating in Project O.Y.E. before he started to work for the program, he was able to establish these strong lines of communication between the home and the school.

In experiencing the home visitations the family counselor recalls only two parents that never invited him to enter the home, but these parents always extended him a warm welcome. The conferences were held outside the home under a tree or in the shade. It is the belief of the family counselor that the reason was because of the bad conditions of the house and the furniture. These home situations were overlooked by the family counselor since he had lived under the same home conditions when he used to live with his parents while going to school. Being that the family counselor had the same background, spoke the same language (Spanish or English), and had many other things in common with the students and parents, he was able to establish a good working relationship with the parents during the two years of the project. The family counselor visited an average of five families per day. Among the topics discussed during the home visits were the following:

a. Checked students' absences daily by checking with parents at home.

b. Took school information home to let the parents know how their youngsters were doing.

c. Special problems confronting the students were discussed with the parents at home.

d. Parents were made aware of community resources available to them such as: Adult Basic Education Program, Welfare Assistance, Social Security information, Legal Aid services, Mental Health Program services, Neighborhood Youth Corps, Food Commodities, and Concentrated Employment Program, and others.

e. Through home visitations the family counselor was able to discuss family problems with parents and provided counseling so the family could help themselves.

2. General Sessions

During the course of the program a total of eight sessions were held. The purpose of the meetings were to provide parents with information on progress of the program, general discussions, and special programs. Other meetings were designed to provide the parents with information regarding higher education, college financial aid, and community resources.

The following is a description of the general sessions held during the course of the program. During the first year of the program four large group sessions were held. The first general meeting for O.Y.E. parents produced a turnout of 90% of the O.Y.E. parents. The first meeting served to orient the parents to the O.Y.E. program and at the same time to provide them with an opportunity to meet the O.Y.E. staff. At the end of the meeting the parents signed the O.Y.E. contract to allow their youngsters to participate in the O.Y.E. Program. The other meetings were designed to provide the parents with information regarding education, college financial aid, and community affairs. Mr. Angel N. Gonzalez, Superintendent, addressed the parents one evening regarding the parents' role in the educational process. Mr. Enrique Rodriguez, Talent Search Program Coordinator, addressed the parents at another meeting regarding scholarships, grants, and other financial assistance available to college students. Mr. Amancio Cantú, Assistant Superintendent, and Mr. Juan Cotera, Urban Renewal Director, addressed the parents at other meetings to provide them with plans and information concerning the proposed construction of new schools and the pending school bond election. The last three meetings were not as well attended as the first one, but we were still able to have about 50% of our parents present at the meetings.

The second year, four general meetings were held. The first general meeting was conducted for the purpose of introducing the staff and the new director. The O.Y.E. director and each staff member had the opportunity to discuss their plans for the year. About 85% of the parents attended the meeting when a potluck supper was served.

The second parents' meeting was designed to provide the parents with information regarding higher education. Gene Ruiz, the Student Counselor, gave the parents information concerning scholarships, grants, and other financial assistance available to the students and how to go about obtaining such help. He divided the parents into small groups for the purpose of giving the parents an opportunity to discuss and prepare questions on what he had previously discussed. The parents were able to ask Mr. Ruiz questions concerning financial assistance, names and location of colleges, and the yearly cost in attending a college. At the end of the meeting, refreshments and cookies were served. About 85% of the parents of Group B students attended the meeting. Also, at this meeting, two parents were selected to serve as members of the Advisory Committee.

The third meeting was cancelled, because the speaker was unable to attend. Yet 45% of the parents came to the meeting. The parents that did show up had the opportunity to visit a bilingual program that was being presented at this particular time. Supper was served. The last parents' meeting was to inform the parents about the students' trust fund and to explain the guidelines as to how students could use the money when going to college.

3. Individual and Small Group Sessions

Several group sessions were held during the program. These sessions afforded the family counselor an opportunity to counsel with parents in small groups. The participation of the parents was outstanding, with almost 100% of the parents invited attending. Usually a number of ten parents were invited. Entering into these discussions were topics of money management, especially for students receiving stipends; ways and means of financing a college education; scholarships available to student; the benefits of higher education; and community resources.

Several individual sessions were held with the family and student counselors. One of the aims of the family and student counselors was to inform parents about financial aid for higher education for their youngsters. Parents also came for the purpose of knowing how their youngsters were doing in class.

In some instances, parents came generally to ask about community resources and the family counselor usually provided them the information or would refer them to someone else who knew about it. Parents also came with application forms from different agencies for assistance in filling them out.

Through this type of involvement the parents participated freely in the discussions and created a great deal of parental support for the program. Parents also got the feeling that the school cared for them and they developed a sense of belonging.

4. Community Resources

One of the responsibilities of the family counselor was to inform the parents about the community resources available to them. The following community resources were utilized by students and parents with the help of the family counselor:

1) Adult Basic Education (six parents enrolled)
2) Mental Health Program (four students received services)
3) Legal Aid Service (two families received assistance)
4) Neighborhood Youth Corps (several students were employed)
5) Food Commodities and other related service (three families received assistance)

The family counselor also assisted in obtaining part-time employment for 16 O.Y.E. students. He also helped four others receive medical assistance from the county clinic, school, and mental health program.

5. Community Affairs

The O.Y.E. family counselor encouraged parents to participate in community affairs, especially those that affect them directly. During the course of the program an increase in participation in city council and school board meetings was accomplished.

Table D on page 138 shows that 67% of the O.Y.E. students had not indicated any plans of attending college prior to the O.Y.E. Program but who, since then, are now planning to do so. The chart on page 110 indicates that the single most important factor in making a college choice by OYE students was the high school counselor (30%) followed by financial aid offer and parental influence (18% each). Table D on page 138 shows that 70% of the OYE students are willing or expecting to live on campus or in an off-campus room or apartment as compared to 30% who would rather live at home or with relatives and commute to college. Table H on page 143 shows the high educational aspirations of O.Y.E. students. Of the 87 students tested, 46 aspired for some sort of college degree. This means that obviously the student counselor tremendously changed the attitude of the students, but that the parents also had a great influence. We attribute the parents attitudinal change mainly to the parental meetings, sessions, etc. and the family counselor's visits to the homes.

D. Student Counseling Program

One of the main functions of this program was to develop the counselor's role to a point where this role would be an active and positive functioning component. It was very evident from the beginning of this program that the students' attitude toward the counseling aspect was a very meek one. They had a vague understanding of the counselor's role; and viewed it as unmeaningful (except when a class needed to be changed), too.

The reviving of this role was not an easy task since the students had known this role as being inactive and passive. This meant that the students had to go through a reconditioning process by participating in positive experiences with this office. This also meant that the counselor had to establish a working relationship with the students in order to accomplish positive feedback. The end results being, and perhaps the most important, (1) what actually was accomplished for the student, and (2) how the student was affected by this reconditioning process. So it was not a matter of promoting popularity in pro of the counselor's role; but rather, developing the role of the counselor in order to bring about a constructive change for the counseling program and the student.

The approach used to establish a working relationship with the students was that of a candid and unstructured approach. The students had to develope the feeling of being understood by the counselor in order that they could identify and communicate their feelings to him. They were not too well accustomed to having someone listening attentively to what they had to say. As a matter of fact, at first they felt they were being put on the spot which is something they had never before experienced. Now, they actually had someone that identified with them and expressed concern. In turn, they had all this attention to cope with by verbally expressing their feelings, which was something that they rarely exercised. Their dependency on someone else was well established due to the fact that these students lacked self-confidence; that there was little, if any, personal regard expressed toward them; and that they were not motivated nor encouraged. This was a major concern that all of the O.Y.E. staff members shared; hence, the counseling activities, as well as the classroom activities, were geared in alleviating this factor of over-dependency.

The counselor constantly found himself in the classroom either talking to the students as a group or just visiting the classes. Sometimes he would have individual conferences in the hall or just intermingle and converse with the students in general. This was done, of course, during class breaks. The idea was to develop the image of the counselor and to impress upon the students his accessability to them.

So, the first phase of the counseling program dealt with the increasing of the students' awareness of the counselor's role, and motivating them to become involved in the counseling program. As a result, at the end of the first year there were 103 individual counseling sessions; 17 dealt with personal problems; 30 on college counseling; 50 with discussing credits and classes (courses); and 6 involved changing of schedules. As opposed to the second year, there were 150 counseling sessions of which 14 consisted of personal problems; 80 on college-oriented sessions; 20 discussing other future plans; 16 involved group counseling, (both individually with the counselor and with faculty members); 14 consisted of discussions of grades, credits, and subject matter; and 6 involved the changing of class subjects.

Therefore, it is evident that the students became highly involved in the counseling program. This was the result of the students acquiring trust and confidence in the counselor and consequently responded to individual and group counseling. The exposure of the counselor's role extended not only to the students but also to the parents. There were group meetings with the parents during the evenings in which the student counselor would be in charge. This was reinforced by having individual meetings with the parents both in the counselor's office or at the home of the parents. As a result of this type of approach students answered a questionnaire provided by the American College Testing Program, in the following manner. The single most important factor in influencing a college choice as indicated by the O.Y.E. seniors was: eighteen percent (18%) of the students indicated that the parents were a great influence; and thirty percent (30%) indicated that the counselor was a contributing factor to their college choice. These were the two highest factors in a group of sixteen influential factors. This information can be found on the chart on page 110 of this report. Therefore, this type of approach indicated a significant positive relationship with the students and their parents.

The second phase of the counseling program, which has been partially covered already, dealt with the developing of the students' awareness of themselves, their environment, and their future. The students at this point had already gained confidence in expressing their feelings with the counselor as well as with the faculty members. As a result, there was an increase in conferences involving students, faculty members, and counselor. As an overall influence by the program, students interacted on a larger scale and became more involved in group counseling sessions as well as classroom group activities.

As a consequence of having established a positive working relationship, the students were now observing information more readily, and reacting in a more objective, self-assured, and constructive manner. A series of films was shown concerning occupations in general: films concerning the field of medicine, films in the area of social concern which included drug films, and films providing information on colleges. As follow up activities to this, there were group sessions held and also individual conferences.

College orientation programs were held to provide students with an understanding of terminology as well as acquainting the students with general information concerning admissions, financial aid, housing, and the college curriculum. Information was also provided concerning prerequisites to college admission such as how to complete the college entrance exams and how to complete nationally used financial aid applications. Along with the college orientation programs, college tours were also provided which served as stimuli and reinforcements. The positive thinking of the students, the increase of self-confidence, and the move from dependency to independency were the resultants of combined activities and/or approaches. For supportive data reflecting this statement see chart on page 150, Table L entitled "Housing Expectations" which shows that 79% of the O.Y.E. students are interested in leaving Cristal as compared to 21% wishing to commute to college.

The following are reports of college tours that were taken during the existence of the O.Y.E. Program. Our first college tour involved visiting San Antonio College and Trinity University. The objectives of this tour were to familiarize the students with "college life", to guide their thinking towards attending college, and to enrich self-growth. Our first stop was at San Antonio College. It was a good time to visit SAC because the student body was celebrating "A Fiesta of San Antonio History", and this involved several activities. After a presentation on financial aid and other information relating to admissions, the students were taken on a general tour of the campus. We were privileged to hear Senator Joe Bernal speak on the Contemporary Mexican-American in San Antonio. After having lunch at the Student Union Center, we witnessed other events such as short plays by student drama groups and by players from the Teatro de la Universidad de los Barrios. This proved to be most informative because the students got a feeling of the activities as well as an idea of the events which are put on by college students.

The other tour was to Trinity University. Again, we took the general tour of visiting the different buildings. The students were much amazed at the beautiful campus of that institution. They were also able to notice the difference between the two campuses. Trinity, they felt, was more sophisticated, while SAC seemed to them to be more of an informal type of campus.

There were 9 students that indicated they had visited a college campus before, while 21 indicated they had never visited one. This was a worthwhile trip. Students later indicated that they had acquired valuable information and expressed a desire to visit other college campuses during the year.

Our second college tour was to the University of Texas at Austin. We first visited the Mexican-American Studies Department where Mr. José Limón, Director, lectured briefly. The students had the opportunity to visit a class in Education 351, which was conducting a session in Mexican-American Studies in the Secondary School Curriculum, the instructor was Mr. Alberto Treviño. A general tour of the campus was our next activity. This included a visit to the L.B.J. Library, the University Tower, and the Anthropology and Sociology Buildings. Afterwards, we assembled at the Orientation Building where discussions were held concerning financial aid and admission policies.

The best part of our field trip was the acquiring of information in relation to programs that will be available to Chicano students for 1973. We also became aware of other projects destined to aid with the recruitment of Chicano students. Another educational experience was when the students were allowed to visit any place on the campus of their own choice, interact with college students, and asked that they all come back on time. This was another "college life awareness experience" for the students.

The next college tour was to Texas A&I University at Kingsville. This was a special trip for the students because it involved staying overnight in one of the new college dormitories. Eighty percent of the students present attended the field trip and that was considered a large number. It was felt that many students, especially the girls, would have trouble getting permission from the parents. The majority of the students had never stayed in a dorm or had had a roommate. The students seemed to be influenced by this particular trip. Some statements made afterwards were that they now had a good idea of what college life was and they liked it. Many questions were asked concerning college, reinforcing their concept and desire of attending an institution of higher learning. Another important achievement was the improvement of interpersonal relationship between the student and the university staff.

During the month of July there were still some universities from whom we had not heard concerning scholarships, loans, or grants for some of our students. The project director requested that the counselor visit Pan American and Texas A&I Universities. As the letter on pages 136 and 137 will indicate, the counselor was able to obtain six more full financial scholarships.

The following are sample letters that were written by some of the O.Y.E. students to colleges. They express the students' positive feelings about the program as a whole, and are included because they manifest a reflection on the counseling program.

COPY

June 20, 1973

Mr. I. A. Madsen
Director of Admissions
University of Wisconsin
Whitewater, Wisconsin 53190

Dear Mr. Madsen:

I have graduated from Crystal City High School this past May, and in my last two years of high school I was in a program (O.Y.E.) that inspired me to think about my future and to do something about it. And that is the reason why I am writing this letter.

I have applied for admissions to the University of Wisconsin at Whitewater, mainly because I have been migrating to that state and I have learned to like it; also, because I would like to get educated there just like an uncle of mine who graduated from Texas A & I University. I believe that I should also mention on this letter my own interpretation of my high school transcript. My first two years of high school were unmeaningful to me; it seemed to me as if I was working in a factory where I would "punch in" for work and then "punch out". My future plans at that time were to either quit school or finish school and then do nothing - I mean that I would not get any further training.

However, a complete change occured my last two years when I was in O.Y.E. People paid attention to me and that made me feel good. I then started to learn what school was all about and I desired more education. If I am accepted at the University I know I will try very hard and if I fail I will know that I just can't make it there.

Please consider my application and I hope to be accepted. Thank you very much.

Sincerely,

Eddie Lopez

Eddie Lopez

cc: Mr. Daniel Costilla
University of Wisconsin - Whitewater

COPY

January 23, 1973

George E. Johnson
United Migrants for Opportunity, Inc.
111 South Lansing St.
Mt. Pleasant, Michigan 48858

Dear Mr. Johnson:

After having read the bulletins which our counselor received from your office, I have become very much interested in the Migrant Scholarship Program. I feel that this type of program reaches and accomplishes the needs and desires of many migrant studtents, that might otherwise be left out of an opportunity to educate themselvs and survive in this world. I, personally would not be able to get any kind of education without financial assistance. Furthermore, I did not have great hopes of going to college until I was accepted into an educational experimental program called Opportunities for Youth in Education, and until I heard of your program. Since I am accoustom to leaving every year at the end of school year, it is a natural feeling for me to want to leave to other states. Therefore, I am looking forward to going to an out of state college.

We are 10 members in the family including my parents, of which I am the middle member. The ages of my brothers and sisters range from 1 to 21 years. We have been migrating for the past ten (10) years to the states "up north". My father has worked mostly as a field labor and my mother worked for about four years in a local packing company until she got sick and was unable to work anymore. Richard, my oldest brother is going to college through a federal program called Careers Opportunities Program. My other brothers have finished high school but are not going to college. My sister is enrolled in high school (freshman).

I am 17 years old and a senior at Crystal City High School; I am in a program for students of low income families that are being encouraged to go to college. This program has influenced me to start thinking about going to college. My expectations before coming in this program wete to finish school and go to the Army. This is why I like the idea of going to Michigan and being in a program that is similar to the one I am in - I want to take advantage of the opportunity.

COPY

At this point I am interested in studying Electrical Engineering. One of the reasons why I would like to get a degree in this field is because there are not very many Chicanos and we need more electrical engineers. It also pays good.

I would like to stress the desire of wanting to go to Michigan under your Program. Therefore, I do hope you will consider my application.

Thank you for your time. I will be more than anxious to hear from you.

Sincerely,

David Maldonado

David Maldonado
605 E. Uvalde
Crystal City, Texas 78839

E. Teacher Training

At the beginning of the project a high school staff meeting was held in which the O.Y.E. staff presented a program orientation. Since at that time the O.Y.E. staff attended about 50% of the regular program's staff meetings, the regular program staff received regular informal progress reports from the O.Y.E. staff.

The attendance of the O.Y.E. staff at the regular staff's meetings continued the second year. By the end of the first semester it was very evident that some phases of the program were highly successful. The two-hour-block classes were the first component that proved very successful; therefore, the director's first recommendation to the superintendent in January, 1973 was that this schedule be initiated. An attempt was made in mid January, 1973 to convert the whole regular high school into five "O.Y.E." clusters. Two counselors, the high school principal, the O.Y.E. director and a representative from the Southwest Educational Lab in Austin worked on scheduling and conducted a formal orientation meeting for O.Y.E. and regular staff personnel and another meeting where the O.Y.E. instructional staff discussed the two-hour-block periods. Two factors kept us from setting up this schedule: (1) the skepticism of about 30% of the regular staff and (2) the extremely short time we had for planning, scheduling and implementation. But all of this has been done this summer (July, 1973) for Fall implementation.

F. O.Y.E. - University Coordination and Program Consultants

During the entire duration of the project the O.Y.E. directors and the staff established and maintained constant contact with several universities. All universities contacted were very excited about the program and pleased they had been asked to provide their expertise in all areas, but especially in the area of curriculum. The following universities were sources of consultants and speakers:

The University of Texas at Austin
The University of Texas at San Antonio
Trinity University
Texas A&I University at Kingsville
Texas A&I University at Laredo
Our Lady of the Lake College

Just prior to the beginning date of the project (September and October, 1971) the O.Y.E. instructional staff made several trips to make the initial contact with the above mentioned universities. The university professors gave the staff many ideas which were later tried in the classroom. During the course of the project, several of these professors were brought to Cristal as consultants and speakers. They would come in and talk to individual O.Y.E. classes or the entire O.Y.E. student body and after lunch they would meet with the O.Y.E. staff for individual and/or group conferences.

The following is a list of university and non-university consultants and speakers and the areas they covered. This list is limited to those who afforded their services in Cristal and does not include those whom the staff visited at the universities.

Name	University	Area Covered
Dr. Arthur Webber	Trinity	Testing Program
Dr. Tomás Rivera	UT @ San Antonio	Chicano Literature
Dr. Bates L. Hoffer	Trinity	English
Prof. Kersnowsky	Trinity	Creative Writing
Dr. Ernest O'Neil	UT @ Austin	Project Analysis
Dr. David Ballesteros	UT @ Austin	Project Analysis
Dr. Rodolfo Acuña	San Fernando State	Chicano History
Miss Bambi Cárdenas	Edgewood I.S.D.	Theory of Compatibility
José A. Gutiérrez	Cristal	Chicano History
Antonio González	San Antonio	Drama (Teatro)
Roberto Botello	Crystal City I.S.D.	Chicano Music
David Mendoza	Crystal City	History of Cristal
Dr. Roberto Galván	Our Lady of the Lake	Reading
Amado M. Peña	Crystal City I.S.D.	Chicano Art
Henry Barker	Crystal City I.S.D.	Chicano Art
José Botello	Laredo	Career Ed. - Computer
Lem Railsback	Texas A&I	Module Writing
Eugene Monroe	Crystal City I.S.D.	Career Ed. - Printing

The O.Y.E. staff agrees that the encouragement, guidance, advice and ideas shared by these college professors, educators, and laymen were of great benefit to the staff, the students and to the project.

On the following three pages are letters written to the O.Y.E. Program director by three of the consultants who came to Cristal.

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
UNIVERSITY STATION
AUSTIN, TEXAS 78712

Sutton Hall 419
Department of Curriculum and Instruction
Area Code: 512 GR 1-5942

February 14, 1972

Mr. Genaro Rodriguez, Director
Project O.Y.E.
Crystal City Independent School District
Crystal City, Texas

Dear Genaro:

I had intended to write earlier regarding the visitation Ernest O'Neil and I made with Project O.Y.E. staff in Crystal City on January 8, 1972. We did not receive the evaluation forms we had hoped to include in report.

The objectives for our visit were:

1. to have participants get to know each other better and discuss some aspects of the program in which they are involved.

2. to provide participants with problem-solving situations where they can come up with solutions and alternatives.

3. to have participants view their relationship to the total project and to see how they can work cooperatively to improve the teaching-learning process.

Since we did not receive written feedback, it is hard for us to assess our visitation. We did get the feeling that our services were generally appreciated in that it brought to light the necessity for a team approach if the program is going to succeed.

Project O.Y.E. is an exciting endeavor and has great potential in improving educational opportunities for high school students in Crystal City. We would like to make recommendations that might improve the program:

a. improve communications with all persons involved in Project O.Y.E.: administration, teaching staff, students and community.
b. obtain services of 2 - 3 consultants who will assist teaching staff in content and methodology.
c. individualized program for each student in project.
d. develop Systems Management Design to assess datelines, objectives, events, evaluation.

If Ernest O'Neil and I can be of further assistance, or staff at University of Texas at Austin and at San Antonio, please contact us.

Best wishes,

David Ballesteros

David Ballesteros
Adjunct Professor and
Director - Teacher Corps

DB/erh.

cc: Angel Gonzalez, Superintendent, Crystal City Independent School District
Ernest O'Neil

Enclosure: Program Assessment Form

TRINITY UNIVERSITY
715 STADIUM DRIVE
SAN ANTONIO, TEXAS 78212

April 3, 1972

Mr. Genaro Rodríguez
Director, Project OYE
805 East Crockett St.
Chrystal City, Texas 78839

Dear Mr. Rodríguez,

Last Friday, Prof. Kersnowsky and myself had a meeting with Miss Ninfa Lozano concerning the English part of the OYE program. We found Miss Lozano to be thoroughly competent, highly qualified, and well motivated. We congratulate you on a fine choice for that part of the project.

The major points we decided on were these:(1)ignore memorization of grammar rules and try to teach them indirectly by teaching writing; (2) teach writing for different media such as commercials, TV and movie reviews, and so on, in addition to more mundane topics. The reading program sounds good, including literature from the US and across the world, and has everyone's stamp of approval.

Prof. Kersnowsky will be happy to help in any way with his specialty, creative writing, and I with Asian literature (or any aspect of English structure, if needed).

Good luck on a fine program.

Sincerely,

Bates Hoffer

Dr. Bates L. Hoffer
Associate Professor of English
Box 23, Trinity University

BH/dc

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
4242 PIEDRAS DRIVE EAST, SUITE 250 · SAN ANTONIO, TEXAS 78228

May 26, 1972

Mr. Genaro Rodríguez, Jr.
Director
Project O Y E
805 East Crockett Street
Crystal City, Texas

Estimado Genaro,

He recibido hoy tu carta del 22 de mayo donde, además de una expresión de gracias por el haber estado con ustedes, me has enviado un cheque por la cantidad de $124.00.

En ésta te envío la firma que solicitaste. Créeme que fué para mí un gran placer el estar con ustedes. The students you have are really students of whom you can be proud. I only wish I had had more time to spend with you, your teachers and your students. Give them my best regards.

Bueno, hasta la próxima.

Tu amigo,

Tomás

Tomás Rivera
Professor, Romance Languages and Literature

TR:jh

G. The Curriculum

The development of a curriculum and teaching methods and techniques that are relevant to Chicano students is fascinating, challenging, hard work, frustrating, but often rewarding. The O.Y.E. staff experienced all these stages and now in retrospect, each feels that he is glad he participated in what they termed "an exciting" program.

Following is a brief description of each teacher's most significant modules or units. It is by no means the sum total of their efforts. Stacks of written material, modules and lesson plans are filed and will be used by the ESAA* staff to continue putting it all in module form for high school use next school year.

1. The Five Subject Areas

a) ENGLISH The English teacher developed, tested, evaluated, and wrote much material relevant to her Chicano students. The following is a brief description of projects and materials piloted:

(1) "American" Literature a la Chicano This unit can best be explained by quoting part of the final report of the English teacher, Miss Ninfa Lozano.

> "My approach to teaching Chicano literature was not to make it a separate unit but to incorporate it into current courses of study. Literature is an interpretation of the spirit of man. It knows no cultural or ethnic boundaries. The teacher should always keep in mind that in selecting a piece of literature the most important criterion is that it relate to the student's own experience and be significant to him. It should contain the dreams and emotions that move all men and thus express

---

*A new grant from H.E.W. for a bilingual-multicultural program at the secondary level.

universal feelings.

Literature is an expression of human thought. It is also an art form, and it deserves to be studied for its technical and artistic values as well as for its human ones. A Chicano student reading a short story by Tomás Rivera will be able to enjoy it to a greater extent than a gringo because the Chicano is aware of Rivera's use of cultural and historical symbolism. The folklore and traditional differences are clear to him and these all help to create a positive experience in him. So a bilingual and bicultural study of literature helps to make the study of literature meaningful and valid. For years our Chicano students were being turned off English simply because it contained nothing they could relate to, whereas the gringo felt very comfortable studying American writers that related experiences that they had experienced or had some knowledge of. This is true for other groups as well. Blacks, Indians, and Orientals all were excluded from "American" literature and in turn these students were flunking out of English classes."

(a) The Short Story Ninfa Lozano motivated her students to read a variety of short stories by Chicano authors such as the following by Dr. Tomás Rivera:

"And The Earth Did Not Part"
"It is Painful"
"The Portrait"
"It was a Silvery Night"
"With His Hand in His Pocket"

(b) The Novel The classes did not read any Chicano novels: rather, the ones they read were made to relate to the students' experiences such as George Orwell's Animal Farm. By comparing the situation in Animal Farm to foreign, national, state, county, and local politics, the students were able to see the universal theme of power and corruption. This particular module generated much interest among the students and were always referring to it in and out of the classroom. The key to teaching Chicano students, therefore, is to find something they can relate to, capitalize on their interests and constantly use them (the students) as a reference and source for planning all lessons.

(c) Folklore Folklore, being a major part of a people's culture, was an excellent way to arouse the interest of Chicano students. Chicano culture is rich in folklore and the students were a rich resource from which the teacher drew. By being able to contribute vast amounts of information (in English or Spanish) the students experienced a positive feeling in an English class. For many this was the first time they even enjoyed an English class. This opened the way for the teacher to teach them other skills they were lacking.

(d) Chicano Poetry Keith Revelle says this about Chicano Poetry in La Voz del Pueblo:

> "This is what Chicano poetry had been: a personal cry reduced to a whisper because we have not been able to isolate it or identify its point of origin, a worn page of mimeograph, passed from hand to hand, a few beautiful--or ugly--lines out of place in a newspaper which prints new (out of place?--what other place was there?)
>
> Even if they have had to print it themselves, Chicanos have published their poetry. Often their poetry had been all the better for it because the people who have cared about Chicano Poetry have published it with the love and understanding that characterize the barrio--and not Madison or Telegraph Avenue, both of which have their own problems.
>
> Chicano poetry begins with the companionship of the group (La Raza) where all Chicano culture begins. It is the expression of one mind; however, and that one mind distills the group experience of self-evaluation. Chicanos may touch on the bitterness of neglect by Anglo culture, but

it is not about Anglo culture. The mythology and symbolism of the Indian and Spanish heritages may be used by Chicano poetry, but not as the subjects of that poetry: They are the touchstones, not the cornerstones. In short, a Chicano poem is always about the 'value' of the individual."

The students read poems describing the unique culture of the Chicano, wrote bilingual Chicano poetry, discussed how other minorities can relate to Chicano poetry and vise versa, etc.

(2) English Grammar

(a) English Grammar Modules These were developed by the teacher to individualize instruction. They failed with 50% of the students because the students were not used to working independently.

(b) Unit Box This box contains material the students have collected on several topics. The objective of this project is to present all the skills needed to write a term paper. This has been a very successful project during the two years of the project.

(c) Journal All O.Y.E. students kept a journal in which they recorded their experiences and feelings and gained writing skills in the process.

(d) Newspaper Unit The English classes subscribed to several copies of a San Antonio newspaper which the students read every day. Areas covered in these lessons were:

(1) Getting acquainted with the news.

(2) Understanding the news.

(3) Using the news.

(4) Political cartoons.

(5) Propaganda material - students were encouraged to speak out, ask questions, dissent, disagree, and argue.

(6) Used newspaper for reading skills, skimming, judgement making, organizing, summarizing, etc.

(e) Unit on Critic of Society (Senior Literature) The selections in this unit were used:

(1) To illustrate the power of literature as a weapon in the protest of social injustices.

(2) To encourage students to think about the flaws in the society in which they live.

The selections read and discussed were:

Animal Farm	All the Kings Men
A Modest Proposal	Life of Gandi

(f) Film Society The society was run by students in order for them to learn organizational skills, visual literacy, etc.

(g) Poetry Readings Selected Chicano poems were read by the students, taped, and played back with slides that depicted the images in the poems.

(h) Unit on Science Fiction The students read science fiction books exclusively for this project. Each student then "told" the story read. They went wild over this unit. The teacher's conclusion was that science fiction is the type of literature the students like best.

(i) Writers' Workshop Students were asked to choose a plot among a list of plots given and to carry it to its logical extreme.

b) SOCIAL STUDIES The Social Studies program was used as the core around which at least three of the other four academic courses evolved. Since this subject lended itself to the study of social behavior and problems in the areas of government and education, it has become the chief vehicle for the resurrection of Chicano culture. This renaissance has sprung a deep interest in the Chicano's language, history, music, art education, politics, religion, etc. which in turn has sparked a development of a more positive self-image among the students. The following projects were the axles around which the entire program developed.

(1) Municipal Government Module Students studied the different forms of city government, and the city charter of Crystal City. A very thorough study was made of the Texas election laws including how to register, how to vote, how elections are conducted, etc. They then conducted an assimilated city election with O.Y.E. candidates running for the city council. The students selected a presiding judge who in turn chose the election clerks. The candidates chose their own poll watchers. Four days were allowed for campaigning before election day. Real ballot boxes

were used. Five of the candidates were elected councilmen. They in turn chose a city mayor from among themselves and "hired" a city manager. The city manager in turn "hired" one O.Y.E. student department head or city agency director (police chief, tax assessor-collector, urban renewal director, mental health program director, housing authority, city librarian, legal aid office director, etc.). These heads or directors interned in the offices of the actual or real heads and directors. The O.Y.E. interns gave the O.Y.E. student body periodic informal reports on what they saw and learned.

(2) School Organization Module During the last two months of the project the O.Y.E. students reviewed the election laws and made a thorough study of our state school system including how schools were first set up, how they are financed, how they are manned, and the duties and responsibilities of all school employees. This was accomplished prior to the end of the project. The rest of the module covered the conducting of a school board election to elect seven board members who would be responsible for the planning and initiation of a free evening school for the entire community with the O.Y.E. students themselves as the administrators, teachers, and teacher aides. The trustees, administrators, teachers, etc. would then intern with their adult counterparts. The O.Y.E. faculty and supportive staff members' roles would be those of resource teachers.

Due to the students' high interest this module will be introduced at the high school in September or October of 1973.

(3) Texas Election Laws Module In order to lay the groundwork needed to successfully implement and cover the above mentioned two modules, the O.Y.E. students covered this module first. Thirty Texas Election Law books were used for this module. Many of the basic and important details concerning elections were studied. Included in this list are:

(a) How to fill out a voter registration form.

(b) Duties of election personnel (presiding judge, clerks, and poll watchers).

(c) How elections are conducted.

(d) What and how to fill out all election reports.

(e) Rules and regulations of elections.

(f) Who orders school, city, and county elections.

(4) County Government Unit In this unit the students studied the history and function of all county governments, but specifically our own...Zavala County. Duties of the county officials were covered. The students attended two commissioners court meetings which turned out to be very exciting because of the heated discussions held on controversial issues.

(5) American History a la Chicano Feeling that American authors have done the Chicano a great injustice by purposely ignoring his past, and even present, contributions to our country, the

O.Y.E. teacher set out to blend American history and Chicano history. The pre-Columbian era was covered with emphasis on the great accomplishments of the indians of Mexico (the Aztecs) followed by the Exploration and Discovery periods. Chicano students related to the concept that their ancestors came over in the Niña, Pinta and Santa María better than to the concept of them coming over on the Mayflower. The unit moved on to Spanish Colonization in Mexico including Aztlán (the Southwest); the intermarriage of Spanish, Indians and Blacks; the Texas War; the Mexican War; Immigration to the United States; and finally, the Chicanos in Texas and in the United States.

Supplementary books such as Occupied America, Mexican-American: Past, Present and Future, and Cultures in Conflict were also used which caused great interaction among the students. Most of the students related stories and personal experiences about their lives. This was THEIR history and they not only related to it, they re-lived it.

c) SPANISH The traditional Spanish text was shelved as a reference book. One of the major emphasis of this course was oral language development and reading skills. Much dialogue took place within each class. Topics of current community, state, and national interest were discussed. The Chicano "dialect", the language of our students, was given a worthy status. It was no longer considered "Tex-Mex", "Pochismo" or a "subordinate dialect". It was treated as the beautiful language that it really is. Instruction was individualized since the class was grouped for instruction by the teacher and the teacher aide and further divided into small groups to allow for peer tutoring on a one-to-three ratio. Four projects were implemented in this course that are both innovative and relevant to the students.

(1) Teatro Estudiantil A small group of O.Y.E. students who were interested in drama but whose lack of proficiency in English had automatically excluded them from participating in the regular school program wanted to start a Spanish drama club. The Spanish teacher consented sponsoring the proposed project. The student wrote the plays and/or skits and directed the players They made their own costumes, the little furniture they needed, and the backdrops for the stage. The sponsor acted as a resource person and coordinated the activities of the teatro with three other groups that, when working together, made up a larger cast of 100 dancers, singers, musicians and actors. More information about this group is found under "Ballet Folklorico" on pages 67 and 68.

(2) Bilingual-Bicultural Education Curriculum Project Our school district has had a Bilingual-Bicultural Education Program for two years in the lower elementary grades. Because of the scarcity of curriculum materials written in Spanish and for the Mexican American students of South Texas, the Spanish classes

decided to help write them. Under the guidance of their teacher the students embarked on a very ambitious list of units. This plan was presented to the Superintendent's Curriculum Development Committee who accepted it unanimously and adopted it as their plan of curriculum development (see page 64). Each class worked on two or three units which will eventually be combined with those written by the teachers.

(3) Barriology The teacher impressed upon his students that barriology, the language of the barrio, was a language within a language and that there was nothing wrong with it and that when talking, reporting, or discussing there was nothing wrong with switching from one language to the other since it was the normal thing to do outside the classroom. This helped the students become more active participants in all types of vocal exchanges and the stage was set for the subtle introduction of "correct" Spanish.

(4) Chicano Literature Unit During the last semester of the second year, the teacher covered Chicano literature. The unit included pieces of literature and poems from Spanish, Mexican, and Chicano writers. The book most often used as a reference book was Literatura Chicana by Antonia Castañeda Shular, Tomás I. Frausto and Joseph Sommers. Castañeda Shular, by the way, is a Chicana originally from Crystal City and consequently, her book was accepted and read enthusiastically by the students. Tomás

TO: CCISD Staff

FROM: Superintendent's Curriculum Development Committee

DATE: March 7, 1973

A Superintendent's Curriculum Development Committee was created a few weeks ago after a delegation of teachers talked to the superintendent and voiced their concern over the lack of direction in terms of well organized curriculum which affords continuity throughout the district and which is relevant to all children but particularly the Chicano students since they constitute approximately 99% of the district's students.

The committee met for the second time Wednesday, February 28th and decided to work on both a short and long range plan of curriculum development and implementation utilizing the unit approach. The following thirteen units are the tentative units and grade levels around which the curriculum will be developed.

Units	Grade Level
1. Yo, Tu y Ellos (I, You and They)	PK
2. La Familia (The Family)	K
3. El Hogar (The Home)	1
4. El Barrio (The Neighborhood)	2
5. La Escuela (The School)	3
6. El Pueblo (The Town)	4
7. Unidades Multiculturales (Multicultural Units)	
a. Hemisferio Occidental (Western Hemisphere)	5
b. Hemisferio Oriental (Eastern Hemisphere)	6
8. El Condado y El Estado (The County 9 and The State)	7
9. Nuestra Nacion y Su Historia (Our Country and Its History)	8 & 9
10. Estudios Chicanos (Chicano Studies)	10
11. Los Paises y Los Continentes (Countries and Continents)	11
12. La Comunidad, El Estado, y La Nacion (The Community, The State and The Nation)	12

Subjects to be correlated with each unit

- Culture
  - a. Music
  - b. Art
  - c. History
  - d. Folklore
  - e. Customs
  - f. Inter Race Relations
  - g. Positive Self-image
  - h. Positive Own Ethnic Group Image
  - i. Career Orientation
- Science
- Health
- Math
- Reading
- Writing
- Spelling
- Oral Language Development
- Geography

The committee realizes that perhaps some changes in this list may have to be made in the course of this project. If you have any suggestions you may want to contribute, please contact the member of the committee who represents your campus.

THE CURRICULUM DEVELOPMENT COMMITTEE

Rivera's short stories and Abelardo Delgado's poems were great inspirations of the Chicanitos.

d) MATHEMATICS Individualization of instruction was the primary goal of this course. Being able to find methodology that related to the students was just as important. The following units were presented to the students:

(1) Modern Communications and Transportation Unit

- (a) Telephone and computers
- (b) Radio and television
- (c) Autos, trains, and airplanes
- (d) Field trip to airport

This unit included the showing of films and discussions on job possibilities.

(2) Interdisciplinary Unit (Social Studies and Math) This unit and the School Organization Module in Social Studies was taught simultaneously. While the social studies teacher covered school administration and job description of personnel, the math teacher covered business administration (bank deposits, checking accounts, writing checks, bank statements, etc.).

(3) Scale Drawing Project Since Urban Renewal was helping many of our students' families build new homes, the teacher took advantage of the students' interest in home construction and taught them math through a simple drafting course. Drawing up the house plans, researching the local and FHA specifications, and

figuring cost of labor, material, etc., afforded a realistic lesson to which the students related. The teacher taught math using objects found in the students' environment such as cups, jars, beans, rice, marbles, floor tiles, school rooms and halls, swimming pool, stadium, etc. This instruction was reinforced in the classroom with math modules and kits which helped individualize instruction.

e) SCIENCE The overall objective of the science curriculum of the O.Y.E. Program was to develop certain basic process skills that each student would need if he was to seek a higher education after graduation. The method used to achieve the above mentioned objective was using a series of steps which terminated with the student doing the actual teaching and the instructor's role being shifted from sage to guide. At the beginning of the program the course followed the already established blackboard-lecture method of instruction. Slowly this shifted to the organization of the class into groups and eventually to individualized group lectures. From the small group sessions the student was allowed to continue at his own pace with individualized instruction ensuing. Individualized unit packets were prepared according to a particular student's ability. At this time several texts and various workbooks were consulted. Unit packets were initiated into the science curriculum and these met with very favorable success. The students worked in an independently structured program. Lectures were prepared on cassettes and were supplemented with color slides. Outside reading material was used along with typical experimentation. Contract grading was used which permitted the student to know, upon entering the course, the material that was required of him in order to make a particular grade. Some students took part in writing proposals for mini-research grants under the Texas Academy of Science Foundation.

2. Extracurricular Activities These activities were implemented because of the need to reinforce the classroom instructional program. During school year 1971-72 afternoon and evening lab sessions were held. Speakers were brought in to make presentations on several different topics (Career Orientation, Mexican Indian History and Civilization, etc.). According to feedback from the students, they felt the sessions were too structured and that they were being "forced" to attend. Thus, we used the voluntary approach the second year with excellent results. We made the following co-curricular projects available to those who wished to volunteer to participate in them.

    a) Ballet Folklórico Module In the search for methods to teach Chicano youngsters self-identity through learning about their ancestors' historical and amazing achievements and their splendid culture, a folkloric ballet was started in October, 1972. The module's initial objective was to involve as many O.Y.E. students as possible in the planning and implementation of a stage program that would depict the history of the Chicano from the pre-Columbian era to 1973 through folk singing, dancing, instrumental music, and drama.

Regular high school students were also invited to participate and several did. A Title VII (Bilingual Education Program) resource teacher from Mexico sponsored the dance group.

What started out to be a project by Cristal students for Cristal audiences mushroomed overnight into an inspirational and ultimately very popular performing group. The dancers danced Indian, Spanish and regional dances of Mexico; the folk singers sang canciones Chicanas that extracted gritos from the audiences; the stage band played Chicano "soul" music magnificently; and the teatro brought the roof down as they performed their satirical skits on education, politics, ethnic lovers, etc.

News of this group's performance spread quickly across South Texas and in the last two months of school the ballet folklorico had made 17 performances - four in Austin Public Schools, eight in San Antonio (Mexican American School Board Members Conference; Texas A&I University; Hogg Foundation meeting; WOAI-TV; Trinity University; Our Lady of the Lake College; KWEX-TV and Pablo's Grove Park), one in Cotulla, three in La Joya Public Schools, one in Corpus Christi for university graduate students, and four in Cristal. Everywhere they went they drew loud applause because of their costumes, their talent, but most of all because they radiated their Chicano cultural heritage. A local school's lesson on Chicanismo became the same lesson to a multitude of proud and culturally rich people...nuestra raza olvidada.

On pages 71 through 77 are letters we received from different people either inviting the group to perform or thanking them for their performance(s).

b) Student Exchange Program Thirty students from East High School in Denver, Colorado and their three teachers spent nine days in May, 1973 in Cristal in the homes of O.Y.E. student hosts doing their Chicano Module. They came to Cristal because they wanted to learn more about Chicanos...their problems and their movement. Their nine-day stay in Cristal was the most exciting event in town during that time. On pages 78 through 82 is the initial contact letter and the schedule of lectures, panel discussions, class visitations, excursions, parties, work, etc. that was planned for them and all O.Y.E. students.

Three O.Y.E. teachers, two bus drivers and one O.Y.E. parent accompanied twenty five O.Y.E. students to Denver where they spent ten days doing their Denver Module. Most of them had never experienced living with a family of a different ethnic group. They learned how Anglos and Blacks live, how they prepare their food, and how their customs differ from each other. They learned about the problems and conveniences of an urban area. They also learned about their Chicano carnales and their problems in a big city. They visited a museum and a radio station, went mountain climbing and hiking, and attended several parties

On pages 83 through 87 are Cristal and Denver schedules and letters received from the Denver group whose special program, by the way, was funded by a private Denver firm and whose main objective is to educate students better through traveling and learning through first-hand experiences. They had already covered the following modules (trips): Chicago Module, Mexico Module, and Indian Module.

EDGEWOOD **INDEPENDENT SCHOOL DISTRICT**

5358
WEST
COMMERCE
STREET
●
SAN
ANTONIO,
TEXAS
78237

LUPE VELA
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DR. ROBERTO P. DOMINGUEZ
CHRIS ESCAMILLA
JAIME L. MARTINEZ

March 8, 1973

Mr. Angel Noe Gonzalez
Superintendent of Schools
Crystal City Independent School District
805 East Crockett Street
Crystal City, Texas 78839

Dear Angel,

On behalf of the National Education Task Force de la Raza and the Edgewood Independent School District, I wish to thank the students and sponsors of the Ballet de Cristal for their assistance in the implementation of the Issues of Leadership Conference for Mexican American School Board Members held at Gus Garcia Junior High School last weekend.

El orgullo que yo sentí al ver no solo el talento, si no el comportamiento, de los estudiantes de Cristal a de ser poco en comparacíon al de ustedes, la administracíon, el cuerpo directivo, y la comunidad de Cristal. Sin embargo, ese sentido de orgullo se reflejó en los comentarios de todos los participantes en la conferencia. Porque ustedes facilitan ese sentido en nosotros, les damos gracias, y estamos a sus ordenes.

Very truly yours,

Bambi Cárdenas

Bambi Cardenas

BC

mr

DR. JOSE A. CARDENAS, SUPERINTENDENT OF SCHOOLS

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS
Zavala Elementary School
310 Canadian
Austin, Texas 78702
472-0505

March 15, 1973

Mr. Angel Gonzales
Superintendent, Crystal City School District
Crystal City, Texas 78839

Dear Mr. Gonzales:

Congratulations on the beautiful performance of your High School students at Corpus Christi on March 8, 1973. ¡Con puro corazón! One of our school board members, Gus García, (of Austin Independent School District) saw the performance in San Antonio a few weeks ago and was well impressed with the emphasis of Chicano cultural development.

Presently in Austin, we, a group of Chicanos, are working for a better curriculum for our children, especially in East Austin and are interested in having your group perform for Austin parents, students and administrators. We feel your students would be an inspiration for us.

I, representing the aforementioned Chicano group, would like to know if you are interested in accepting this invitation; also, we would appreciate an estimate of the cost involved for lodging, food, etc., for the group participants. We are thinking in terms of two or three performances perhaps, and possibly in April. You might suggest some dates.

We hope to hear from you soon. We would be so happy if you could accept this invitation.

Sinceramente,

Hermelinda Rodriguez

(Miss) Hermelinda Rodríguez
Principal
Zavala Elementary School

HR/bm

cc: Mr. Gus García
Mr. Peter Reyes

AUSTIN INDEPENDENT SCHOOL DISTRICT
6100 GUADALUPE
AUSTIN, TEXAS 78752

BOARD OF TRUSTEES

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GUSTAVO L. GARCIA
MRS. BARR McCLELLAN
DR. JACK L. DAVIDSON,
SUPERINTENDENT

File UNDER Correspondence, Incoming
(Ballet Folklórico)

Mr. Amancio Cantu
Crystal City Independent School District
Crystal City, Texas

Estimado Amancio,

Just a short note to let you know how much I appreciate your interest and willingness to bring your music, dance and Teatro group to Austin.

Someone from the Austin ISD, probablemente Hermelinda Rodriguez, will be contacting you to make the final arrangements. In the meantime, let me tell you that the students will most probably sleep and eat Saturday breakfast at different homes. It would be helpful if you could send us a list of the students coming and the preferred grouping (1, 2 or 3 per home).

Nuevamente, mil gracias y nos vemos el 27 del presente.

Carinosamente,

Tavo

TAVO

April 3, 1973

AUSTIN INDEPENDENT SCHOOL DISTRICT
6100 GUADALUPE
AUSTIN, TEXAS 78752

BOARD OF TRUSTEES

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FRANK DENIUS
GUSTAVO L. GARCIA
MRS. BARR McCLELLAN
DR. JACK L. DAVIDSON, SUPERINTENDENT

April 25, 1973

Dear Public Official:

The Austin Independent School District, in cooperation with the Crystal City Independent School District, will present the Crystal City High School Choral, Dance and Theater Group on Friday, April 27, 1973.

Four presentations of the group's performance will be made as follows:

9:30 a. m. - Pan American Recreation Center Hillside Theater (weather permitting) or Zavala School Gymnasium (in case of rain).

2:00 p. m. - Johnston High School Gymnasium

3:30 p. m. - Allan Jr. High School Cafeteria

7:30 p. m. - Brooke Elementary School Grounds

The group epitomizes the concept of quality education through music, dance and cultural relevance. The objective of the presentations is to present to the Austin community one example of how one community faced the problems of educating disadvantaged children by using appropriate and culturally-adaptable tools of education.

We hope you and your family can attend one of the performances. We realize that this is very short notice but the schedule was just finalized today.

Cordially,

Gustavo L. Garcia

GUSTAVO L. GARCIA,
Trustee, Austin Independent School District

Planning Committee: Hermelinda Rodriguez, Carmen Gamboa, Edward Leo, Adan Salgado, Augustine Garza, III, Gilbert Escamilla, Mrs. Irene Parra

GLG/mc

May 5, 1973

Mr. Robert Botello
Band Director
Crystal City High School
Crystal City, TX

Dear Mr. Botello:

Frist of all, the Chicanos and all the students of Johnston High School would like to thank you for your performance here, it was great!

We like the numbers you play becasue we hardly ever hear spainsh music in shcool. So, we, the students of the Johnston Band, would like to ask for copies of your arrangements of the Spanish music you played or the name of the place where we can purchases this music.

We would like to have this music to play during football season, because we, the Chicanos are tired of playing the same old and new soul music.

The soul music we play during pep-rallies and games is fine, but--Johnston High School being what it is (65% Chicanos) we would like to hear the Chicanos be represented more by the music we play.

Once we get the music we will propose it to Mr. Allen and the assistant band directors, Mr. Fisher and Mr. Silva, to play it for pep-rallies as well as playing soul music.

We thank you once again for your performance here, and we hope you will help us in purchasing this music.

Musically yours,

Ruth Arevalo

Jimmy Ruiz-Drum Major
Ruth Arévalo-Band Member

ra

THE HOGG FOUNDATION
FOR MENTAL HEALTH

THE UNIVERSITY OF TEXAS · AUSTIN, TEXAS 78712 / AREA CODE 512 PH. 471-5041

June 7, 1973

Mr. Angel Noe Gonzalez, Superintendent
Crystal City Independent School District
Crystal City, Texas 78839

Dear Mr. Gonzalez:

Enclosed please find a check for $75.72 (Ck. #179) to cover travel expenses, at least partially, for El Teatro Chicano. Mrs. Luz Gutierrez had made arrangements for El Teatro to perform at our Human Resources and Leadership Conference for Migrants in Austin, Texas, March 10, 1973. As per your request and accord with Mrs. Luz Gutierrez, we are herewith submitting a check for their expense.

We sincerely enjoyed their folkloric ballet and dance performances and their impressive musical arrangements performed by the Stage Band c/s.

Thank you for your assistance and fine cooperation.

Cordially yours,

Reymundo Rodriguez
Executive Assistant

Cms

Copies: Luz Gutierrez
Erasmo Andrade

union
THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712

June 1, 1973

Rec'd. 6-6-73

File UNDER Correspondence, O.Y.E.

Mr. Rudy Espinosa
c/o Crystal City High School
Crystal City, Texas

Dear Mr. Espinosa:

The University of Texas Union Mexican American Culture Committee has heard many complimentary reports on the Crystal City High School students' dramatic and musical arts program. Therefore, we would like to extend to them an invitation to perfor, at the University of Texas at Austin for a special ocassion. In the fall, our committee will be hosting a two or three day commemoration of El Diez y Seis de Septiembre. We have tentatively decided to begin the festivities on Wednesday, September 12, 1973.

Since we hope to finalize most of the plans for the Diez y Seis de Septiembre events, we must hear from you immediately.

If you accept our invitation, include in your reply the following information:

1. how many students could perform
2. what day and time they could perform
3. what props (if any) would be needed for the program
4. what travel expenses would be incurred

If other school officials must be contacted, please inform them of our invitation and refer them to me at the following address:

Texas Union 342
University of Texas at Austin, 78712

Thank you.

Yours truly,

Teresa Acosta, Chairman
Mexican American Culture Committee

TA:cc

DENVER PUBLIC SCHOOLS
HOWARD L. JOHNSON, *Superintendent*

EAST HIGH SCHOOL
1545 DETROIT STREET / DENVER, CO 80206

ROBERT P. COLWELL, *Principal*
WALTER S. NORDBY, *Vice-Principal for Administrative Services*
MARTHA S. NELSON, *Vice-Principal for Pupil Services*
RAYMOND P. ACSELL, *Vice-Principal for Instructional Services*

Telephone:
303 388-5603 Ext. 40

March 5, 1973

Mr. Amacio Cantu ✓
Assistant Superintendent
Crystal City Independent School District
Crystal City, Texas

Mr. Salvadore Ramirez
Chicano Studies Program
University of Colorado
Boulder, Colorado

Dear Mr. Cantu:

Yesterday I talked with one of your school board members about the possibility of bringing a group of high school seniors to Crystal City in order to learn more about migrant workers. The students would be coming as part of an experimental learning project; the main theme is that learning occurs best through experience.

My orginal intention in this phase of the program was to have students live with migrants and work in the fields. It now appears that having students work in the fields is unrealistic. I am enthusiastic about some alternative possibilities. The one talked about over the phone was having students live with families in Crystal City and work on a service project. One possible project that was suggested was digging utility lines for the new health center. This would be fine.

Before continuing, let me give you the vital statistics of our group: Date of visit: May 1 to May 10.
Number: 36 students and three teachers. (There will be no more than 36 students, but it is possible that there might be a few less; I won't be able to give an exact figure for about a month. All of the students will be seniors in high school. The group will be approximately equally divided by sex and include blacks, whites, and chicanos.)
Cost: the amount that we normally pay for food for our students is $1.50 per day per students. This may not pay for the actual cost of feeding and housing our students. We can raise this figure up to $3.00 per day per student (we can't possibly pay more), although it would be most helpful to us if the figure were lower (we are on a limited budget). You will have to give me a figure that you think is reasonable.

There are a few additions to the general framework of living with families and doing a service project that might make the experience richer for our students:

a. visiting San Antonio
b. having students spend a day at the local high school
c. having students live with migrant workers who are actually working in the fields and doing a service project like tutoring young children who have been taken out of school early
d. learning more about Chicano Culture: art, literature, poetry, architecture, etc.

These suggestions are made in ignorance since I have never been to Crystal City. The possible additions would have to be compatible with the basic framework of the live-in and the service project; possibly these experiences could be done on a rotating basis so that there was always a majority of the students working on the service project. If it appears that thirty-six students is too many for Crystal City it is possible for us to divide our group into two or three smaller groups with a teacher attached to each.

The possibility of some of your students coming to Denver was mentioned on the phone. This would be fine with us - only need to know when you would like to come. April 13-23 would be the only time that it would be more difficult to set up a live-in because this is our spring vacation. If this is the only time that you could come, let us know and we will see what we can work out. Where it is convenient, students from Crystal City could stay with the same students who stayed with them in Crystal City. This won't always be possible because some of these students may be out of town when you come to Denver.

I hope to hear from you soon about the possibilities that I have mentioned in this letter.

Peace,

Wayne Eckerling

WE:et

Crystal City Independent School District
Crystal City, Texas

O.Y.E.-Denver Project
May 1-10, 1973

TENTATIVE SCHEDULE

May 1 (Tuesday)

May 2 (Wednesday)

9:00 A.M. - 11:00 P.M.	M. C. - Dr. José A. Torres, Project OYE Coordinator Welcome - Honorable Ventura González, Mayor of Cristal Welcome - Rodolfo Palomo, School Board President Introduction of guests and hosts Orientation session 1. Accomodations information 2. Boarding information 3. Tentative schedule of events Reception (Get-acquainted hour)
11:00 A.M. - 12:10 P.M.	Classes and/or visit homes of sponsors
12:10 P.M. - 1:10 P.M.	Lunch
1:10 P.M. - 3:00 P.M.	Tour of Cristal
3:00 P.M. - 6:00 P.M.	Small group visitation 1. Administration Building 2. City Hall, Library & Health Clinic 3. Urban Renewal 4. Mental Health Outreach Program 5. Sheriff & County Attorney's Offices 6. RUP Headquarters (White House)
6:00 P.M. - 7:00 P.M.	Dinner
7:00 P.M. - ?	Get-acquainted night with sponsor

May 3 (Thursday)

9:00 A.M. - 12:10 P.M.	Speaker: Angel Noé González, Superintendent Crystal City Independent School District "Educational Changes in Cristal"
12:10 P.M. - 1:10 P.M.	Lunch
1:10 P.M. - 4:00 P.M.	Speaker: Mr. Victor Cruz-Aedo, Consultant Texas Education Agency Bilingual-Bicultural Education Dept. "Bilingual-Bicultural Education in Texas"
4:00 P.M. - 5:00 P.M.	Open
5:00 P.M. - 7:00 P.M.	Jamaica (Carnival) at Zavala-Airport School
7:00 P.M. - ?	Jamaica (Carnival) - "Pueblito Mejicano" at Baseball Field
8:00 P.M. - 9:30 P.M.	Variety Show at Baseball Field 1. Judith Reyes, Vocalist from México 2. Alejandro Joven de Sonora, Composer from México 3. Antar and Margarita Picuí Camini 4. Local Talent

May 4 (Friday) (No school)

9:00 A.M. - 12:00 P.M.	Speaker: Dr. Tomás Rivera Dean of Multidisciplinary Studies Texas University at San Antonio "Chicano Literature"
12:00 Noon - 2:00 P.M.	Lunch
2:00 P.M. - ?	Bicycle Races - City Park
4:00 P.M. - ?	Treasure Hunt - City Park (Open to all)
6:00 P.M. - 8:00 P.M.	Dinner
8:00 P.M. - 12:00 P.M.	Teenage Dance at Gym
8:00 P.M. - 9:30 P.M.	Ballet Folklórico de Cristal Presentation at High School Auditorium
7:30 P.M. - 8:00 P.M.	Art Fair in High School Cafeteria (Adults' Nite)
9:30 P.M. - 10:30 P.M.	

May 5 (Saturday)

9:00 A.M. - 12:00 P.M.	(Unscheduled)
12:00 P.M. - 1:00 P.M.	Lunch
1:00 P.M. - 3:00 P.M.	Art Fair Speakers: Amado Peña, Local Chicano Artist Henry Barker, Local Chicano Artist
3:00 P.M. - ?	Chicano Parade - "desfile Progreso"
4:00 P.M. - 5:30 P.M.	Reception for all Miss Cristal candidates at Mrs. Stauber's residence (Denver students & sponsors invited)
6:00 P.M. - 7:00 P.M.	Dinner
7:00 P.M. - ?	Open
9:00 P.M. - 1:00 A.M.	Grand Ball - Presentation of Miss Cristal of 1973 at Campestre Ballroom

May 6 (Sunday)

9:00 A.M. - 12:00 P.M.	Open
12:00 P.M. - 1:00 P.M.	Lunch
1:00 P.M. - 6:00 P.M.	Trip to Centro Cultural Ruben Salazar in San Antonio
6:30 P.M. - 10:30	Senior Party at Mr. and Mrs. Roberto Fernández

May 7 (Monday)

9:00 A.M. - 12:10 P.M.	Speaker: José Angel Gutiérrez, Chairman National Raza Unida Party Co-founder MAYO Ex-President of Cristal School Board of Trustees "History of the Chicano"
12:10 P.M. - 1:10 P.M.	Lunch
1:10 P.M. - 3:10 P.M.	Panel Discussion: "The School Walkout of 1969" Carolina Mata Roberto Hernandez Adelina Garza Irene Sepulveda Cleofas Tamez Aurora Rodriguez
3:10 P.M. - 4:00 P.M.	Open
4:00 P.M. - 12:00 P.M.	Piedras Negras Fair (Mexico)

May 8 (Tuesday)

9:00 A.M. - 12:00 P.M.	Speaker: José Angel Gutiérrez "The Chicano Movement and La Raza Unida Party"
12:10 P.M. - 1:10 P.M.	Lunch
1:10 P.M. - 3:10 P.M.	Speaker: Dr. José A. Torres, Coordinator Project O.Y.E. "History of Cristal"
3:10 P.M. - 4:00 P.M.	Open
4:00 P.M. - 9:00 P.M.	Volleyball & Baseball - City Park Swimming - Service Center Pool Winnie Roast - City Park

May 9 (Wednesday)

9:00 A.M. - 12:00 P.M.	Work day
12:00 P.M. - 1:00 P.M.	Lunch
1:00 P.M. - 5:00 P.M.	Work day
5:00 P.M. - 6:00 P.M.	Open
6:00 P.M. - 7:00 P.M.	Dinner
7:00 P.M. - 8:00 P.M.	Open
8:00 P.M. - 9:30 P.M.	Movies: 1. I Am Joaquín 2. Tierra O Muerte

May 10 (Thursday)

9:00 A.M. - 12:10 P.M.	Speaker: Dr. José Limón Mexican American Studies Center University of Texas "Chicano Studies"
12:10 P.M. - 1:10 P.M.	Lunch
1:10 P.M. -	Open - Get ready for trip to Denver

EAST HIGH SENIOR SEMINAR-CRYSTAL CITY O.Y.E.
EXCHANGE
May 11-20,1973

AGENDA

Friday, May 11
11 a.m.: Arrival at East High School
Welcome by Robert Colwell, Principal
Arrange live-ins with Denver hosts, and move to homes.
Saturday, May 12
Sunday, May 13
Free weekend with Denver hosts
Monday, May 14
9 a.m.: Meet at East High, attend classes
10:50 a.m.: Spanish classes, Room 304
11:45 a.m.: Re-group and meet, Girls Social Room 220
Lunch
1:00 p.m.: Meet in cars, carvan to:
1:30 p.m.: Westside Action Center, 1100 Santa Fe, Denver
Speaker--Jim Chavez
Tuesday, May 15
9:00 a.m.: Meet at Fountain, City Park, for bus ride to:
9:30 a.m.: Radio KFML--Discussion with Jim Clancy about alternative, open broadcasting
10:30 a.m.: To Mestizo Park for walkout discussion
Lunch
1:30 p.m.: Meet at Fountain, for bus ride to:
2:00 p.m.: Denver Art Museum
Tour of Picasso exhibit
4:00 p.m.: Library, St. John's Cathedral, 13th & Clarkson
Colorado Migrant Council presentation
Wednesday, May 16
11:00 a.m.: Meet at Crusade for Justice, 16th & Downing
No Anglos
Lunch
1:00 p.m.: Meet at Fountain, for bus ride to:
1:30 p.m.: Tour of KOA-TV, Channel 4, 1044 Lincoln St.
4:00 p.m.: Return to East High, Girls Social Room
Los Chicanos Unidos student gathering
Dinner with hosts
8:30 p.m.: Discussion with Corky Gonzales
Crusade for Justice, 16th & Downing
No Anglos
Thursday, May 17
9:00 a.m.: Meet at Fountain
Day in the Mountains, Estes Park
Bring a lunch, wear pants and warm sweater or coat
7:00 p.m.: Return to Denver
Potluck at Emily Busch's, 670 Bellaire
Friday, May 18
11:00 a.m.: Final Farewell
Departure to Texas
Saturday, May 19
Sunday, May 20
Enroute home to Crystal City

DENVER PUBLIC SCHOOLS
HOWARD L. JOHNSON, *Superintendent*

Senior Seminar

EAST HIGH SCHOOL
1545 DETROIT STREET / DENVER, CO 80206

ROBERT P. COLWELL, *Principal*
TILFORD J. COLE, *Vice-Principal for Administrative Services*
MARTHA S. NELSON, *Vice-Principal for Pupil Services*
LAWRENCE GARRETT, *Vice-Principal for Instructional Services*

May 17, 1973

Mr. Amacio Cantu, Assistant Superintendent
Director, C.Y.E. Program
Crystal City Independent School District
805 East Crockett
Crystal City, Texas 78839

Dear Mr. Cantu,

All the East High students and staff who visited Crystal City last week, extend our most heartfelt thanks for the wonderful learning experience you set up for us May 1-10, 1973. Though we are now falling back into normal routine in Denver, everyone here continues to enthusiastically describe the warm hospitality of Cristal, and the rich and full education we received during our stay with the C.Y.E. students and staff.

Denver students continue to tell us how much they gained from the speakers they heard: Dr. Jose Torres, the C.Y.E. co-ordinator, talking about the history of Crystal City; Ms. Ruthi Cardenas, speaking of the need for proper analysis and direction in designing educational systems for Chicanos; Mr. Jose Angel Gutierrez, describing the history of Mexican- Americans; Mr. Henry Parker and Mr. Amado Pena, on the development of Chicano art; Dr. Tomas Rivera, discussing Chicano literature; and Dr. Angel Noe Gonzales, your superintendent, revealing the recent, fascinating growth and progress in Crystal City's schools. As well, our students especially enjoyed the C.Y.E. student panel presentation of their participation in the direction of your community and schools, and the reciprocal participation of our own student panel in describing our Senior Seminar program.

Our students also gained a great deal from the trip to the Ramon Salazar Cultural Center and Hemisfair grounds in San Antonio, and the journey across the Rio Grande to Piedras Negras for the Cinco de Mayo fair. We really appreciated the relaxing afternoon at Garner State Park, too. The community celebrations for Cinco de Mayo -- talent show, [illegible], parade, Miss Cristal Pageant, teenage dance, Ballet Folklorico, art fair -- served as additional involvement and exposure to the healthy pride and unity of Crystal City.

Your agenda for us was quite varied, stimulating and full. Many of our students wanted to stay longer in Crystal City for greater and broader understandings and insights, and were very disappointed to have to leave Cristal.

Again, a warm thank you for everything you did for us. We all feel a greater awareness of Chicano culture and, specifically, of the important role

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DENVER PUBLIC SCHOOLS
HOWARD L. JOHNSON, *Superintendent*

EAST HIGH SCHOOL
1545 DETROIT STREET / DENVER, CO 80206

ROBERT P. COLWELL, *Principal*
TILFORD J. COLE, *Vice-Principal for Administrative Services*
MARTHA S. NELSON, *Vice-Principal for Pupil Services*
LAWRENCE GARRETT, *Vice-Principal for Instructional Services*

Crystal City plays as a center for real progress in Chicano education and self-determination.

Our best wishes for continued success in your tremendous efforts.

Viva Cristal!

Very truly yours,

Wayne Eckerling

Anne Durrance
Anne A Durrance
Tom Robinson
Tom Robinson
Teachers, Senior Seminar

ard/Enclosures

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WALTER S. NORDBY, *Vice-Principal for Administrative Services*
MARTHA S. NELSON, *Vice-Principal for Pupil Services*
RAYMOND P. ACSELL, *Vice-Principal for Instructional Services*

June 4, 1973

Mr. Amancio Cantú
Assistant Superintendent
Crystal City Independent School District
Crystal City, Texas

Dear Amancio:

Greetings. I have just returned to Denver after having a fun few weeks running the rivers. I had planned to write you much sooner, but I haven't been in Denver for more than a few hours until now. From talking to our students and Anne, I understand that your students had an enjoyable and educational experience in Denver. I understand that tears were shed by both groups before the final parting. It is my hope that we have begun something that will be continued in years to come.

The feedback that I have gotten from many students is that Texas was the most enjoyable and educational experience of the entire semester. The students enjoyed all of the activities; Jose Angel Gutierrezz and the discussion about the walk out were probably the most favorably received activities. Next year we could probably limit the speakers and try to draw more on the students to provide input on Chicano culture, Chicano-Anglo relations, and what the students see as their role in social change. We can use the feedback of your students to decide how we might change the Denver aspect of the program.

I am dissappointed that I didn't get to spend time with your students while they were in Denver. I am one of two river specialists on our staff and was consequently not replaceable for the trips following the Texas program. I hope that next year I can change my schedule so that I would be with your students in Denver as well as in Crystál.

I trust that you are having a smooth school closing and that things in general are going well. If you get to Denver, I hope you will give me a call. Otherwise, I will write you in the fall. Have a nice summer.

Sincerely,

Wayne

Wayne Eckerling

Letter From Denver Students

Mr. Cantu:

If you would please read this to all the people in the O.Y.E. project from the thanks and thoughts of East High Senior Seminar students.

Thanks!
Carlos

O.Y.E. Program

Crystal City High School

Well Mr. Cantu: Since the part of the O.Y.E. program that came to Denver left back home, things have been pretty dead around here. And as for the other part of the O.Y.E. group, we all miss them pretty much, too, because I asked everyone who went down to Texas what has been their best module out of Mexico, Chicago, Grand Canyon, Navajo and Rivertrips, and also Crystal City, and everyboydy's answer was:"TEXAS". As for the students that didn't go to Texas, all heard about it and were really mad about the fact that they couldn't go and we told them about the school band, the talent show the speakers we had, and most of all the beautiful people in Crystal City.

And as for me I'm Chicano and all the Gringo people that went down to Crystal all said that Chicano people are the greatest and alot of them also fell in love with someone from Crystal, and as from someone else from East High school Tommy Cloud says "Hello" to everybody. Anyone who wants to write to me my address is:

Carlos Ibarra
414 E. 5th Avenue
Denver, Colorado 80203

And for those who are Graduating:

CONGRATULATIONS!

c) Teatro Estudiantil This was the same group that made up the Ballet Folklórico but who also ventured out on its own and put on other skits and plays. The students wrote their own skits and plays and directed them. The two sponsors served only as resource persons.

d) Reading Program In December, 1972 our staff administered a reading test to all O.Y.E. students. The results showed that 18 students were reading at 3rd., 4th., and 5th. grade levels. We implemented a reading program especially designed for these students. Of the 18 we approached, 11 volunteered to receive this assistance. They met daily for one hour with the curriculum writer and were taught to read and write Spanish using Paulo Freire's revolutionary method. Once they learned how to read and write (by mid April) then the transition to reading English was made.

e) Study Center O.Y.E. staff members volunteered to hold a study center the last two periods each day for O.Y.E. students. All five teachers and the supportive staff members were available to tutor these students and counsel with them.

f) History Book Project Our project coordinator who has experience in writing professionally sponsored a literary club composed of 31 O.Y.E. students who volunteered to write a book on the history of Cristal from the time it was founded through 1973. This project's objectives were to motivate students to research, read, evaluate, write, and compile the students' writings into a book. This has proved to be a very exciting and highly motivating project. The book will be published with all royalties, if any, going to the students themselves.

H. Grading System

We educators still have not come up with an adequate grading system after much experimentation. In O.Y.E. we, too, experimented. The science teacher experimented with contract grading. At the beginning of each course a list of projects were given to the students and their grade depended on how many and which ones were completed. The student chose the projects and entered into a contract with the teacher for that number of projects for a certain grade. New contracts could be entered upon by both parties at any time during the course. This system proved excellent and the teacher used it the two years.

In the past, high school migrant students would leave school early (April or first part of May) to work out of state. The teachers, since the students would not be in Cristal to take the final tests, would give them F's. In the fall of 1971, for example, there were many students who believed they were seniors because they had already been in high school three years. When they were told that according to their records they were classified as either juniors or sophomores they were shocked. Several girls cried in the principal's office. They had been under the impression that some sort of credit had been given to them. They were not given the opportunity to make up work that they had missed during the last 3 to 6 weeks of school they were out working trying to stay alive.

This situation led the O.Y.E. staff to experiment with the usage of the letter and number grades. During the first year they used "S" for Satisfactory (passing) and "I" for Incomplete. This worked out beautifully until the end of the year when 1) O.Y.E. students did not receive any academic certificates or awards because their grades couldn't be averaged, 2) colleges asked for their number averages, and 3) the higher a student's average the better his chances are of obtaining a college scholarship. During the second year, each student was assigned a number known only by him and his five O.Y.E. teachers. Teachers posted their students' grades on their bulletin boards using these code numbers. However, the students still received S's and I's on their report cards. If they received an "Incomplete" for a certain course, they could make up the work during the next semester or year as they took the next advanced course in the same academic area. This is one area in which the O.Y.E. Program was very successful since nobody failed. Statistics on grades can be found in the evaluation section of this report.

I. Testing Program

During the duration of the project the following tests were administered to the O.Y.E. students and the control group in the regular high school program. Results of these tests are in the evaluation section of this report.

1. Amex Survey
2. School and College Ability Test (SCAT)
   Sequential Tests of Educational Progress (STEP)
3. Strong Vocational Interest Blank
4. Culture Fair Intelligence Scale, Form A
5. American College Testing Program (ACT)

6. Cattell Test

7. University of Texas Survey

IV. PROGRAM EVALUATION AND STATISTICS

In spite of the fact that the program was delayed two and one half months and therefore, the instructional phase was in operation for only 18½ months, about 90% of the objectives were accomplished. The program produced more valuable educational changes than were anticipated initially. Teachers, students, administrators, and parents were all affected very strongly. On the following page is a letter from an O.Y.E. parent who was unanimously drafted by the O.Y.E. parents in their last meeting in May, 1973 to write a letter to the O.Y.E. staff expressing their appreciation for the program and the help the teachers gave their youngsters. The teachers' sentiments about the program were expressed in their end-of-project reports as part of their program evaluation. The following quotations are excerpts from their reports.

> "Project O.Y.E. was a very exciting and interesting project that I enjoyed very much. The students were well disciplined in doing their work. I felt very close to them. I think that students felt that way about their teachers, too. The closeness made it possible for me to have good class discussions and individualize my instruction. The units made the students feel at ease while doing their work. The students could work at their own pace."
>
> Benito Pérez, Social Studies Teacher

> "From my first day of student teaching in this program and later as the Spanish teacher, I witnessed the students making a significant transition in attitudes toward learning, class participation, being responsible, etc. I feel that all the students gained the self confidence and assurance so vital to achieving successful learning experiences as they pursue a higher education."
>
> Rodolfo Espinosa, Spanish Teacher

> "I wish it were possible to relate all the wonderful times we had. We might have fought, had fun, and worked, but we were never dead!! I felt good about my classes this year...I had so much I wanted them to learn. I have the most beautiful students in the world and they usually end up teaching me a thing or two."
>
> Ninfa Lozano, English Teacher

Mayo 29, 1973

Carta de gratitud para cada uno de nuestros muy apreciables maestros de cada uno de nuestros muy amables estudiantes, digo así por las palabras expresadas por el Sr. Amancio Cantú y de sus profesores y principales de la Escuela de este pueblo de Crystal City.

De mi parte creo que cada uno de los padres de estos amados hijos muy fieles y valientes estudiantes, se ha de sentir muy honrrados y felicitados y orgullosos por el progreso de sus hijos al final de estas clases por cada uno de los que van a graduar, y por el adelanto desde el más grande hasta el más pequeño, que ayudado de sus maestros ha podido alcansar esta que es algo que al pensar sería un soñar pero ahora, no es un sueño, ha sido realidad.

Amados padres de estos estudiantes, abrasemos con muy grande gratitud a cada uno de estos finos y sabios maestros de nuestra muy querida y amada juventud, mi deseo y oración es que unánimes oremos padres y madres y estudiantes al Señor Jesús que es Camino, Verdad y Vida, Paz y Justicia que les bendiga en este pueblo, y en todos los pueblos en derredor donde hay tantos pobres, que no piensan en soñar ni quieren soñar.

Que todos esto Maestros que han servido aquí en Crystal y si algún día tubieran que ir a enseñar a otra parte, que El Señor Jesús los ha de guiar y de su Gracia les ha de dar.

Una ves más, Muchas gracias a todo el personal de la Escuela. En nombre de todos los Padres y de su servidora, que Dios les bendiga.

Signed:
Sra. Elvira De La Fuente

Much of the success of this program can [illegible] documented with hard statistical data such as that covered by this section of this report; however, much valuable results which cannot be documented in terms of statistical data have also been produced. These results are just as revealing and in some cases more beneficial educationally than the former and they warrant mentioning in this report.

A. Undocumentable Results

1. Student Morale High morale existed within the O.Y.E. student body. The students developed the feeling that they were a special group living through the same experiences and tackling common problems. This evolved out of the many different projects in which they worked together. These projects have been mentioned in this report under "Project Description". Perhaps the single project most reponsible for this new attitude and interest in the academic areas and the humanities was the Ballet Folklórico which is described in detail herein.

2. New Pace Whereas in the regular program the students hurried through fifty-minute periods, the O.Y.E. students' two-hour-block periods set a slower and more relaxing pace in the classroom. This allowed the students and teachers to get to know each other better.

3. Same Teachers Another valuable aspect of the program was the fact that the staff was the students' permanent teachers for two years versus the constant changing of courses, classes and therefore, teachers in the regular program.

4. Supportive Services The services of the supportive staff contributed

immeasurably to the success of the program. This staff provided instant assistance to all O.Y.E. students.

5. New Learning Atmosphere The program produced a new and highly desirable learning atmosphere. Out of this new atmosphere emerged the cultural renaissance the Chicano community had hoped for. This cultural resurrection instilled in the students a pride in their culture and heritage which gave them the positive self-image they long needed. This and the fact that all staff members were bilingual are credited with the excellent teacher-student relation which also prevailed in the program.

6. Student Attitudinal Changes Since the O.Y.E. students got to know each other very well, they felt close and helped each other...they were a family. This and the informal and relaxed class conditions helped the students become more vocal. Many students who were too shy to rap, discuss, act, sing, or dance at the beginning of the program were doing one or more things by the end of it.

B. Program Statistics Following are statistics gathered from local records on attendance, grades and retention; from national tests administered; and from on-site surveys conducted by a firm and by a university professor.

1. Amex Civil Systems Amex Civil Systems is a private firm from California hired by the Office of Economic Opportunity in Washington to perform an evaluation of Cristal's O.Y.E. Program and New York's CREO Program which deals with Puerto Rican youngsters. The

objectives of both programs, though slightly different, were basically similar.

Amex personnel made three visits to Cristal to conduct interviews with O.Y.E. staff members, and with O.Y.E. students and their parents. They also administered a test (WMPSRT) described in their report which measured: (1) the student's dropout potential, (2) the student's change in attitude, (3) part of the program they considered most valuable, and (4) the program's influence on the poverty cycle. Dropout rates among Groups A, B, and C were figured. Also figured were school attendance and projected college attendance.

Bear in mind when reading Amex's report that the survey was conducted in November, 1972 and January, 1973 or after one calendar year of actual program operation.

AMEX CIVIL SYSTEMS
931 S. DOUGLAS STREET ▪ EL SEGUNDO, CALIF. 90245 ▪ TELEPHONE (213) 679-9045

June 4, 1973

Mr. Amancio Cantu
Crystal City Independent School District
805 East Crockett Street
Crystal City, Texas 78839

Dear Amancio:

It was a real pleasure hearing from you. I'm sorry I wasn't able to answer before now, I've been out of the office attending public hearings on a possible new contract in the East Los Angeles area. We are always looking for new business.

It sounds as though the Balet Folklorico is a huge success and something about which OYE can be justly proud. I can understand why invitations are coming in from all parts of the state, I thoroughly enjoyed the two occasions which I had to observe them.

In response to your question I am enclosing two sections from our final report. The first section is a summary of the information and statistics we gathered on the students. The other section is an explanation and data summary for the written student questionnaire.

The parent interviews were never summarized into the format of a written questionnaire, the interview sheets were only to serve as a guide for the interviewer. The results of these interviews were incorporated into the monthly reports. The following general statistics were developed.

> 100% of the 23 parents interviewed believed that OYE has helped their son or daughter in their studies.
>
> Virtually all parents would like to see their children attend college.
>
> About 80% of the parents felt their child has shown a definite interest in attending college.

I hope the above information is of help to you and if you desire any clarification, just let me know. It was a real pleasure working with you and your staff, and I regret the fact that I probably won't be able to visit OYE in the near future. Please keep us informed about your future plans. We all wish you continued success, and Lisa says, ¡Si, venceremos!

Sincerely,

AMEX CIVIL SYSTEMS

Jim

Jim De Marco

JD:af

Enclosure

THE STUDENTS THEMSELVES

The student themselves, being the actual recipients of the program's methodologies and benefits, are best suited to render an active and passive evaluation of project O.Y.E. An analysis of questionnaire results gathered from 98% of the students in Groups A and B, presents the following picture. It must be remembered that the results of attitutional pre-testing by O.Y.E. staff were never returned to O.Y.E. project, therefore a questionnaire designed to measure change in before and after program attitudes had to be designed by AMEX. This questionnaire was given to the students during their second year. The validity of "before program" attitudes is questionable when measured during the middle of the program. However, circumstances necessitated this measure and results were tested by the Wilcoxon matched-pair-signed-ranks test* and all but one were found to be significant to the .01 level.

1. Drop-out Potentiality - 71.6% of O.Y.E. students scored above the mean in this area and could be considered to be potential drop-outs.

2. Degree Change in Attitude

AREA	% ABOVE MEAN	% SHOWING 0 or MINUS CHANGE
Toward High School	35.1%	35.1%
Toward Higher Education	47.5%	17.6%
Toward Self Concept	35.0%	23.3%
Toward Family	51.4%	48.5%
Family Toward Higher Education	51.8%	32.9%

3. Part of Program Most Valuable and Least Valuable - Chart following page.

4. Programs' influence on poverty cycle. Insufficient data due to concept that higher education will ultimately break this cycle and that has not taken place as yet.

Change in academic level could not be determined due to the fact that only pretesting was given to the students and no post-testing had taken place. The Cattell test was given the students and its results showed the O.Y.E. students to be below those in the regular high school, again indication their drop-out potential.*

*Explanation in questionnaire appendix
*Results of Cattell on following page

Actual dropout rates have been lowered. The dropout rates for grades 10 and 11 to 11 and 12 in the regular Crystal City school for the most recent years for which data is available is:

	Students in 10 and 11		
Regular School	1969-70	361	= Dropout rate of 24%
	Students in 11 and 12		
	1971-72	275	

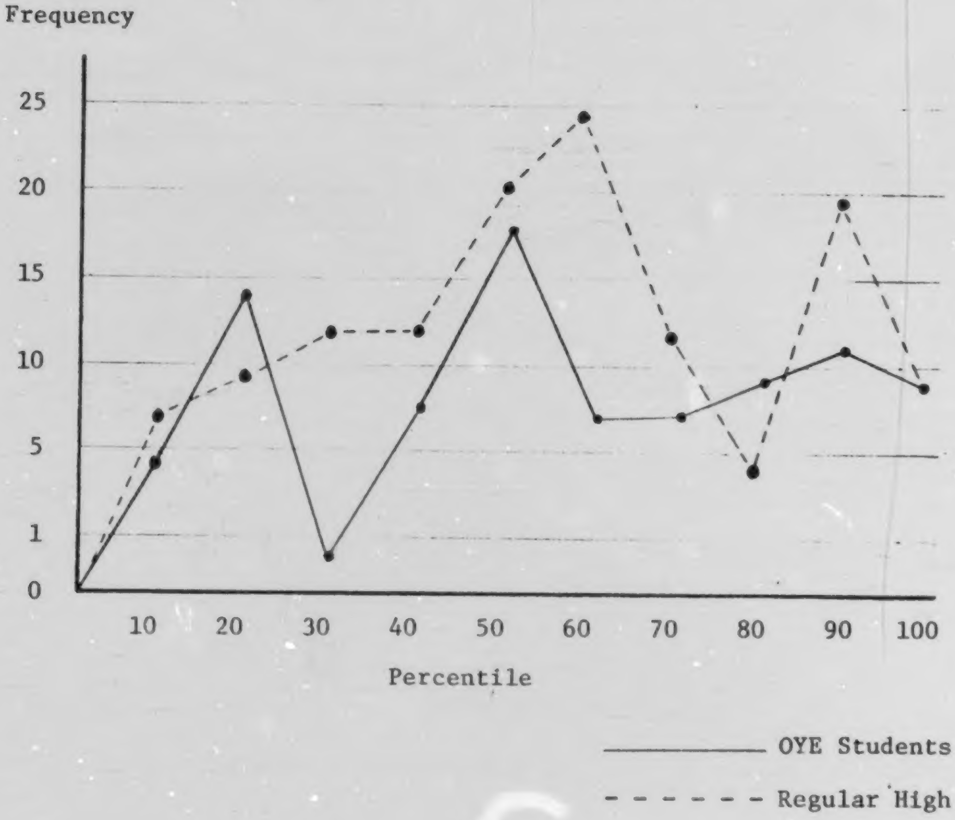
	Students in 10 and 11		
OYE Group A	1971-72	50	= Dropout rate of 2%
	Students in 11 and 12		
	1972-73	49	

	Students in 10 and 11		
OYE GROUP B	1971-72	49	= Dropout rate of 12%
	Students in 11 and 12		
	1971-72	43	

	10 and 11		
OYE CONTROL GROUP	1971-72	50	= Dropout rate of 10%
	11 and 12		
	1972-73	45	

OYE students receiving benefits did show the lower dropout rate of all other groups. The actual rate for Group B would be lower than 12% since OYE dropouts returned to the regular school system, and were OYE dropouts but not school dropouts.

RESULTS OF CATTELL TESTING
Fall 1971



SCHOOL ATTENDANCE

The Rate of School Attendance is High

1971-72 - A group students attended school 95% of the time
B group students attended school 94% of the time
C group students attended school 89% of the time

First Semester of 1972-73

A group students attended school 97% of the time
B group students attended school 95% of the time
C group students attended school 86% of the time

The above factors indicate the positive influence of the O.Y.E. program, with greatest influence being exerted on students receiving all program benefits. The control group is very valuable and necessary due to the radical social and educational changes taking place in Crystal City, especially in the Educational System. Even with Crystal City Independent School District's endeavor to make schooling more relevant and meaningful, O.Y.E.'s program shows better results in reducing drop-outs and increasing attendance. It is unfortunate that academic comparisons cannot be made.

PROJECTED COLLEGE ATTENDANCE

Projected college attendance for O.Y.E. students is predicated on the number of students who have already applied to a university or college or those who have indicated they intend to apply and have completed one or more of the steps toward application. These latter steps would be completion of the SAT, ACT, or FFS (Family Financial Statement).

Of the twenty-five (25)seniors in the A Group (those receiving financial help as well as O.Y.E. services), 84% intend to continue their education after high school.

There are twenty-four (24) seniors in the B Group (those receiving only O.Y.E. services), 75% of these plan to attend college.

Sixty-five percent (65%) of the 20 students in the Control Group indicated their intentions to enter college.

In order to test these statistics, another group of 32 seniors were polled by O.Y.E. staff. Of these seniors, 63% indicated that they plan to go to college.

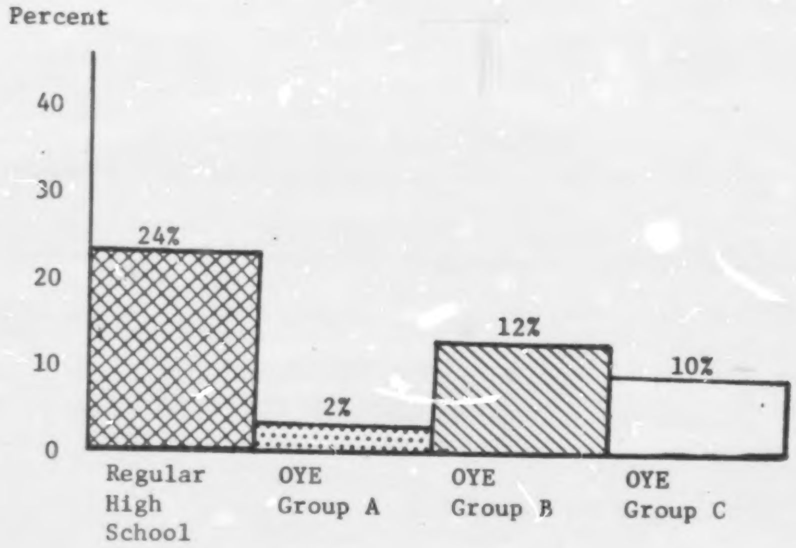
Sixty-seven percent (67%) of the O.Y.E. students stated they had made no plans to attend college before entering the O.Y.E. program.

Again, A group students exhibit more positive results than either B, C or the other seniors in Crystal City High School. (See attached sheet for complete statistics)

Final Staistics for the OYE program cannot be given at the present time due to non-completion of the program.

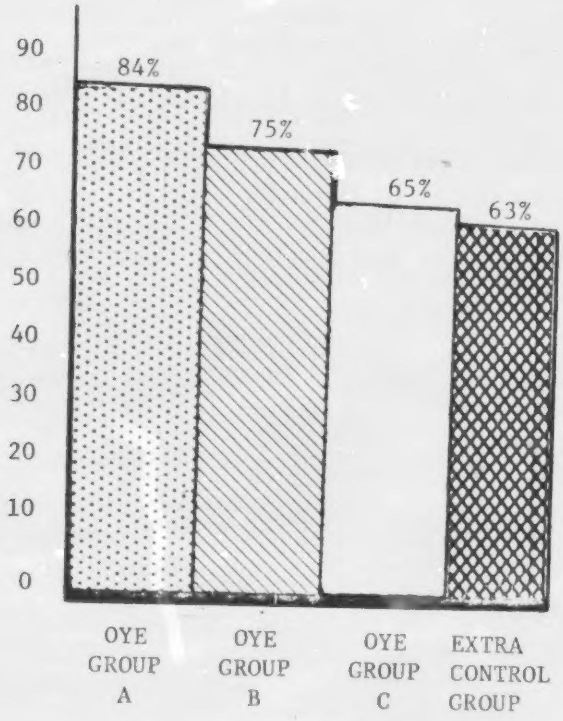
Projected effectiveness as of March 1, 1973:

- Reduction in the dropout rate.



- Group A represents a reduction of 22% when compared with the Regular High School.
- Group A represents a reduction of 8% when compared with the Control Group.
- Group B represents a reduction of 12% when compared with the Regular High School.
- Group B represents an increase of 2% when compared with the Control Group.

College Attendance



DATA GATHERING INSTRUMENTS

QUESTIONNAIRES #I AND II

The preliminary Data Gathering Instrument Questionnaire #I was developed and administered to students in the CREO Project in New York City. Improvements and modifications were found to be necessary after utilizing this instruments. These suggestions were incorporated in Questionnaire #II. This revised instrument was utilized in the O.Y.E. Project in Crystal City. In order that some statistical inference could be reached, an ordinal level test for significance was made on both data gathering instruments. The test selected was the Wilcoxon matched-pairs-signed-ranks test. (Interpretation and discussion of test results are appended to this report.)

The Data Gathering Instrument Questionnaire (I and II) was designed to identify and measure four specific areas:

1. The student's drop-out potential
2. The student's change in attitude
   a. Toward high school
   b. Toward higher education
   c. Student's self-concept and self-confidence
   d. Student's attitude toward family
   e. Family's attitude toward school
3. Part of the Program they consider most valuable
4. Program's influence on poverty cycle.

This was accomplished by adding the scores from the questions which deal with that particular area. The following values were assigned to each question:

1. Questionnaire #I (CREO)
   a. Extremely = 4
   b. Very = 3
   c. Average = 2
   d. Less = 1
   e. None = 0
   f. Yes = 1
   g. No = 0

2. Questionnaire #II (OYE)
   a. Always or yes = 3
   b. Half and half, or Perhaps = 2
   c. No or never = 1
   d. Yes = 1
   e. No = 0

To identify change in attitude, questions dealing with attitudes after the program were compared with those which describe before the program attitudes.

The questionnaire measured the student's drop-out potential by adding the scores of questions which were determined to be characteristic of drop-out students. (reference: Preliminary Information - General Profile of Drop-Out

Student). The range in this category was from 0-52 (Questionnaire #I) and 0-32 (Questionnaire #II), the larger the number the greater the indication of drop-out potential. Those students who scored above the mean were considered to have a high drop-out potentiality in their respective schools.

To compute any change in attitude from before the program to the present time, the sum of the scores of the Y questions (those referring to before program attitudes) were substracted from the scores of Z questions (after program attitudes). A large number signifies a large change.

The third category was a comparison of the various components in the program. For Questionnaire #I, the sum of the scores for each component was computed. The component with the largest score was considered to be the one the student indicated as most valuable. If more than one component tied for the highest score, no value was given and it was placed in the group of 35% of the total whose questionnaire did not indicate the component of greatest value.

Questionnaire #II listed each program component on the answer sheet and the student was asked to rank each component in the order of importance to him. Only the most important and the least important components were considered in Questionnaire #II results.

The fourth category was the programs influence on the poverty cycle. There were four questions (Questionnaire #I) and three questions (Questionnaire #II) to indicate before program attitudes and a respective number for after program attitudes. The range was from 0-12 (Questionnaire #I) and 0-9 (Questionnaire #II).

Data Gathering Instrument - Questionnaire # II

Modifications and improvements were made on Questionnaire #I based on suggestions made and problems which surfaced after initial utilization in the CREO Project.

A difficulty with the first instrument was its length and also the need to keep switching one's mental attitude from before the program to after the program and vice versa. These problems were mitigated by the division of the questionnaire into two sections to be answered on two different days. One day refers all questions to before the program attitudes, the other to after the program attitudes.

Another rather frequent difficulty was the problem of deciphering the difference betwen Extremely, Very, Average, Less, and None. It was felt that results would be just about as valid if answers were lowered to a three point scale utilizing the concepts of Always, or Yes, Perhaps or Half and Half, and No or Never.

The first data gathering instrument had no question permitting the student to respond in narrative form. One was added to Questionnaire #II.

Another major difficulty with Questionnaire #I was the effort demanded in the compilation of scores. Answer sheets were used with Questionnaire #II permitting the use of overlay sheets to compile the scores. In the overlays, questions are labled "before the program" and "after the program."

CREO

The preliminary data gathering instrument was first used on October 12, 1972. Sixty students or 83.3% of those currently in the CREO Program took the questionnaire. The total group was divided into three sections. An Amex staff member and a CREO faculty member were assigned to each group in order to supervise the administration of the questionnaire as well as answer students' questions. Out of necessity a fourth group was formed of students who had serious difficulties with English. These received detailed assistance in understanding the questionnaire. The average time needed to complete the questionnaire was 45 minutes.

Qustionnaire results are illustrated in the proceeding graphs.

OYE

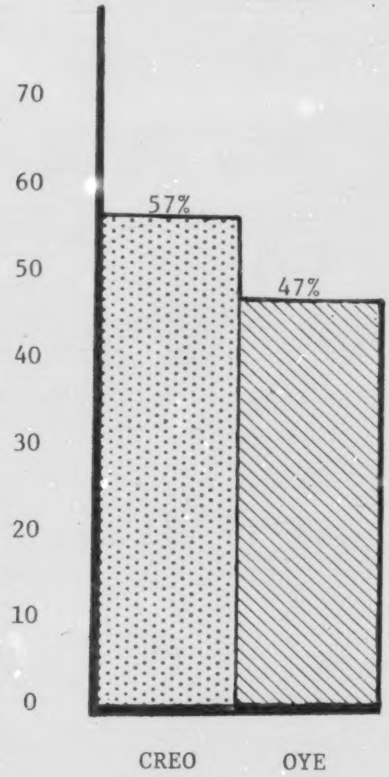
The modified data gathering instrument was administered to OYE students in November, 1972. A return visit was made in January, 1973 during which time the students who had not completed one part or who were absent for both parts were given the questionnaire.

The total group was divided into three sections. An Amex staff member and an OYE faculty member were assigned to each group in order to supervise the Administration of the questionnaire and answer students' questions. The average time needed to complete the questionnaire was not considered due to the various starting times of many of the students. The simplified language used in the questionnaire facilitated its administration. Observations indicated that most students were fluent in English and a fourth group was not judged necessary such as the one formed in the CREO project.

Questionnaire results are illustrated in the proceeding graphs..

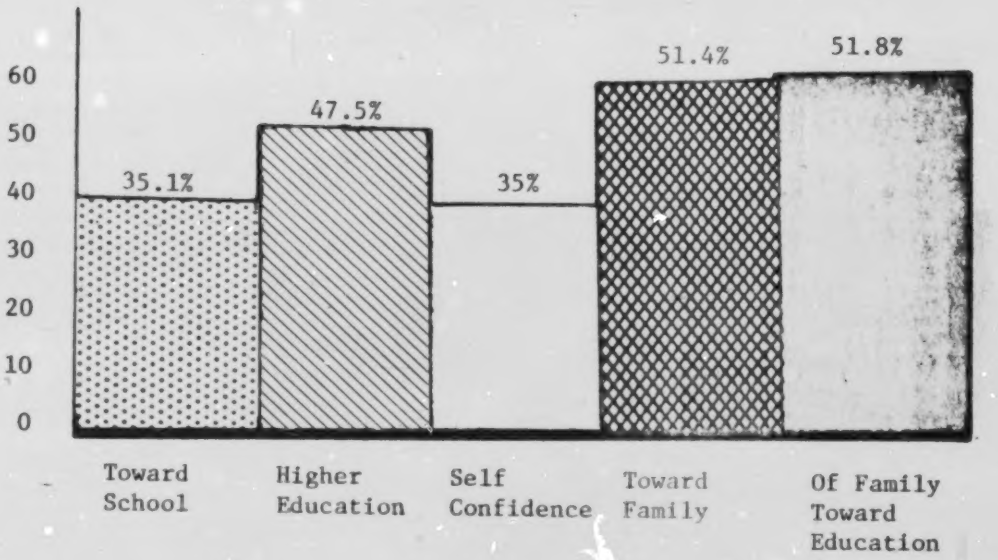
CREO AND OYE
DROPOUT POTENTIAL

PERCENTAGE OF STUDENTS ABOVE MEAN

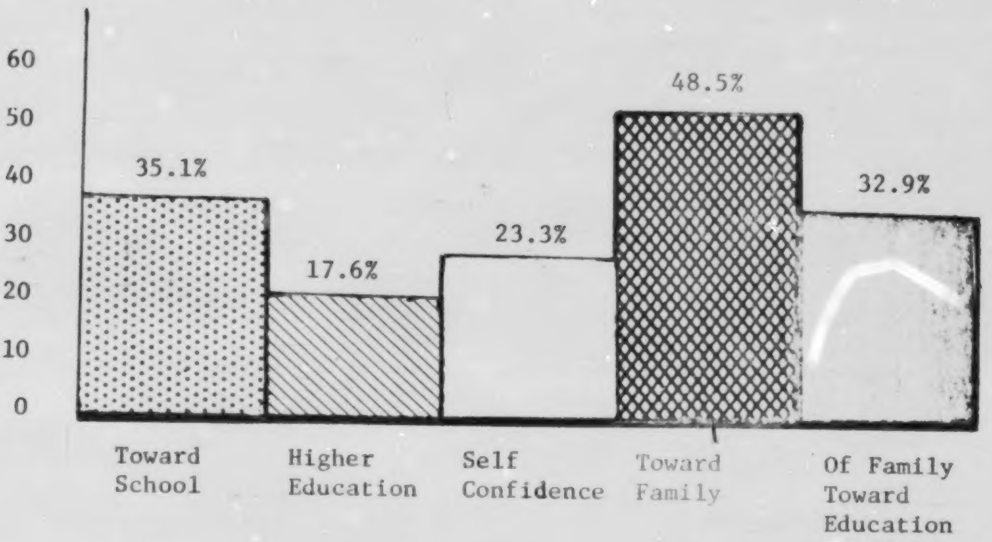


CREO		OYE	
Range :	0-52	Range:	0-32
Mean:	24	Mean:	15

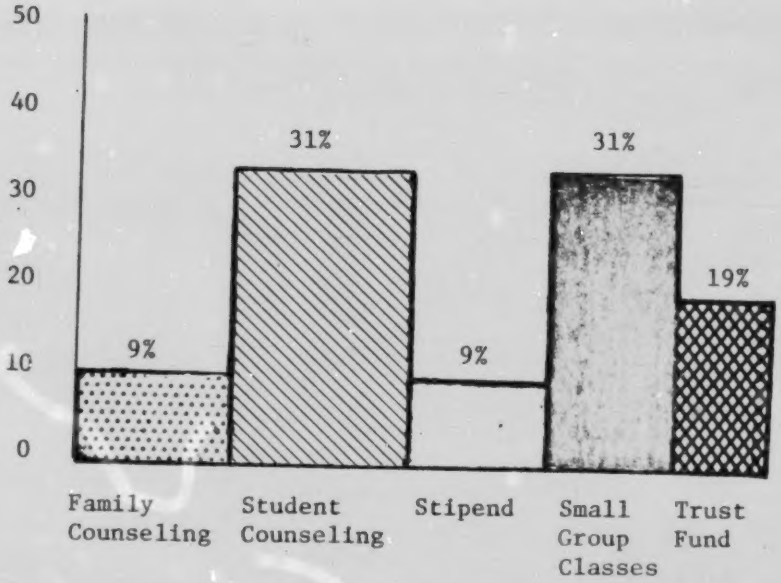
OYE ATTITUDINAL CHANGE
PERCENTAGE OF SCORES ABOVE MEAN



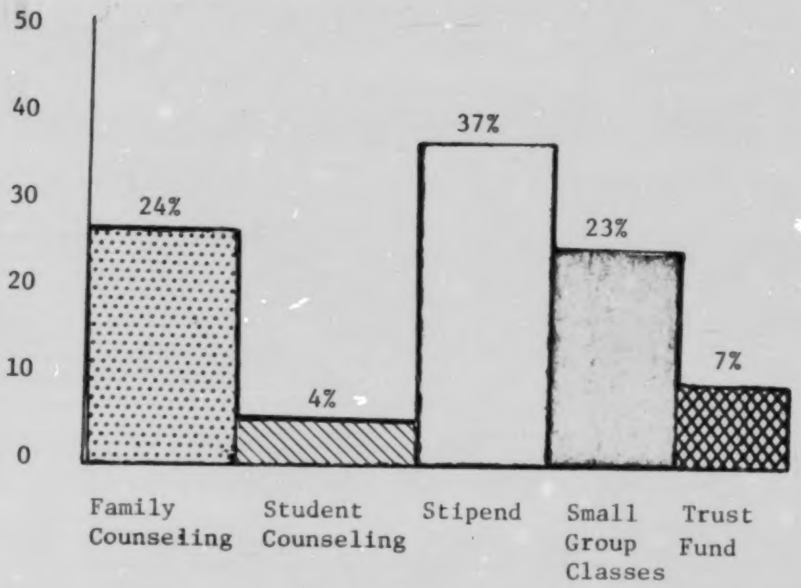
OYE ATTITUDINAL CHANGE
PERCENTAGE OF SCORES WITH NEGATIVE OR ZERO CHANGE



OYE PROGRAM COMPONENTS CONSIDERED MOST VALUABLE

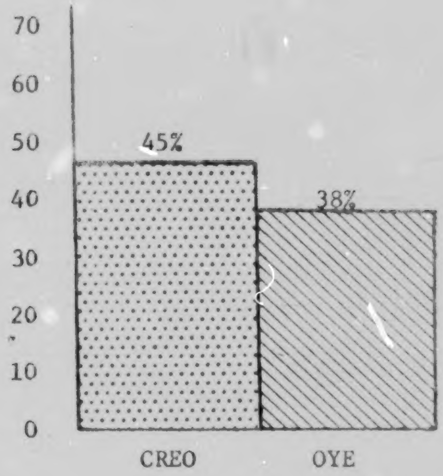


PROGRAM COMPONENTS CONSIDERED LEAST VALUABLE

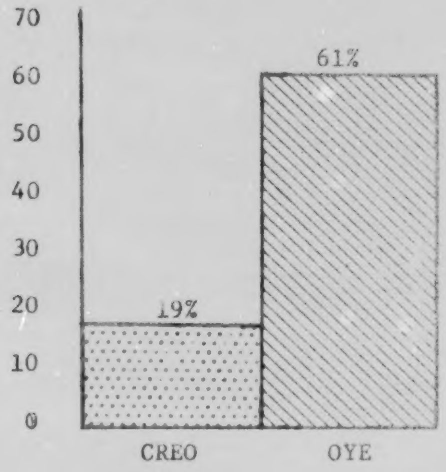


CREO AND OYE
PROGRAMS' INFLUENCE ON THE POVERTY CYCLE

PERCENTAGE OF SCORES ABOVE MEAN



PERCENTAGE OF SCORES WITH NEGATIVE OR ZERO CHANGE



ANALYSIS OF DATA

The test chosen to determine the significance of results of the data gathering instruments was the Wilcoxon matched-pairs-signed-ranks test (WMPSRT).* This test utilizes the differences of scores between two related samples and takes into account the direction and magnitude of change. Ranks are assigned to the absolute differences between the matched pairs of scores, assigning a 1 to the smallest score change (whether positive or negative), a 2 to the next smallest score change, and so on. In the occurrence of tied scores, the average rank is assigned.

In the data collected, the difference of scores was obtained by the sum of the questions concerned with before the program attitudes (Y) subtracted from the sum of the questions of after the program attitudes (Z). This was computed for each area of attitude change and for the program's influence on the poverty cycle.

If the computed score was larger for Z questions than the computed score for Y questions, the difference in socres was identified as positive. If the computed score of before the program questions was larger, the difference of scores was identified as negative. The corresponding sign was given to the assigned rank of the difference of scores. The ranks with the less frequent sign were totaled and with this information the test of significance was computed.

The .001 level of significance and a one-tailed test were chosen. All Z scores represent absolute values.

Statistically significant results were obtained for all areas of attitude change with the exception of the program's influence on the poverty cycle for the O.Y.E. Project. See tables for illustration of test results.

Before interpretation of test results are made, qualifications must be mentioned concerning the nature of the existing conditions and biases involved in the sample of students that were tested.

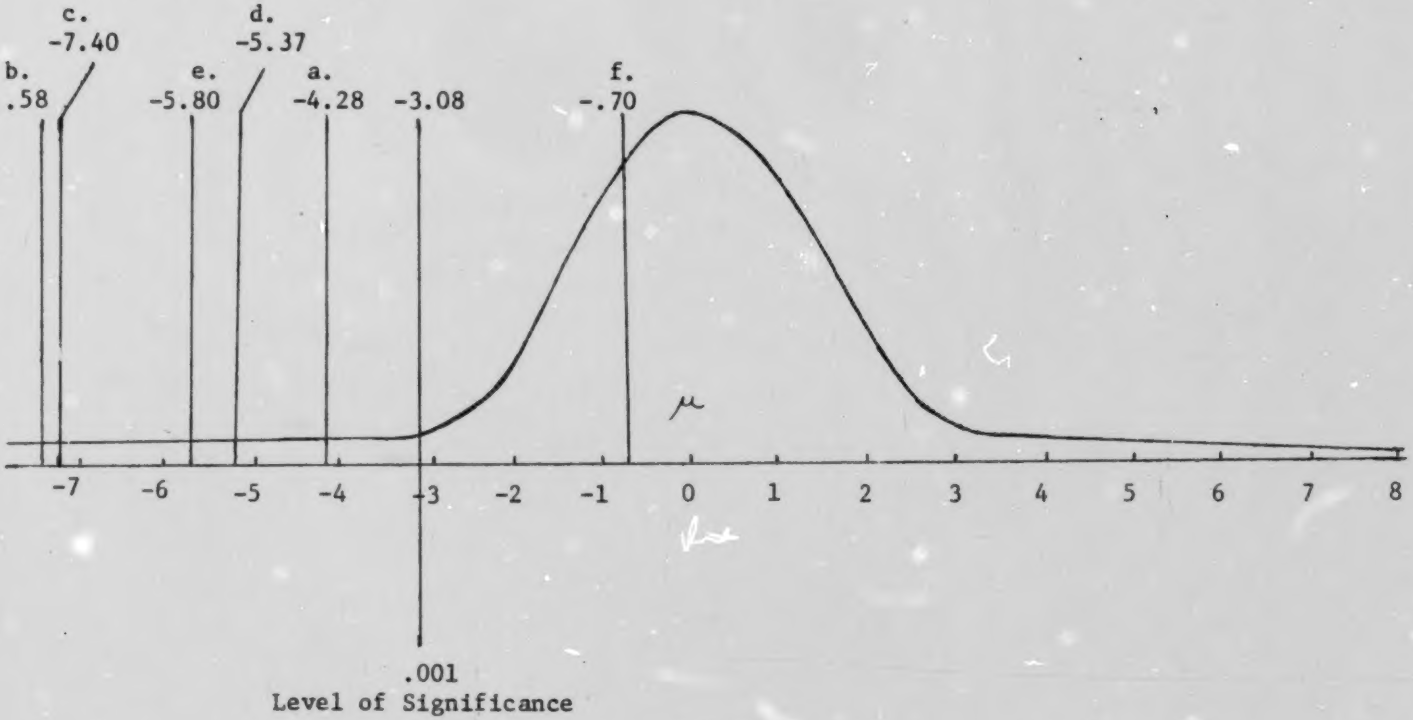
1. The sample obtained was not random since the participants were previously selected by the administrators of each project. The objective of the data gathering instruments was to measure attitudinal changes within the particular students of the projects. An attempt was made to test all the participants in each program. Test results were obtained from 98% of O.Y.E. students and 83.3% of CREO students.

2. The administration of the questionnairies was performed after the programs had been in operation for several months. The questionnairies asked the students to recall feelings and attitudes that they felt months before. This time lapse was unavoidable due to different contractual starting dates; however, attention should be given to this variable. For increased validity to this test a pre-test should have been administered before each student had entered his respective programs. There exists however, some indication of how the student currently perceived the effect of the program on his past feelings and attitudes.

*Dean J. Champion, Basic Statistics for Social Research, (Scranton, Pennsylvania: Chandler Publishing Co., 1970), pages 165-169.

OYE PROJECT
WILCOXON MATCHED PAIRS SIGNED RANKS TEST

Z-Score Results of Attitudinal Change and Influence on Poverty Cycle



a. Students change in attitude toward high school
b. Students change in attitude toward higher education
c. Students change in self-concept
d. Students change in attitude toward family
e. Family's change in attitude toward education
f. Programs influence on the poverty cycle

3. The students within each program have undergone numerous amounts of testing and interviewing from other individuals and are of special concern to the schools themselves. This increased attention may have lead the students to become sensitized to the questions and interviews and consequently answer in a manner they think the inquirer wishes to hear.

4. The students in each program, were bilingual and most spoke fluent English; however, in the CREO Project there was a group of students who were recent arrivals from Puerto Rico. A special group was formed for these students to answer any questions they may have had. The possibility exists that there were some questions in the instruments that the students from each program did not fully understand.

Conclusions

Given the aforementioned biases, the statistically significant results obtained from the questionnaires seem to indicate that the programs were influential in positively modifying the participants' attitudes toward the listed areas at the .001 level of significance.

Statistically significant results such as those obtained from the CREO project for "the program's influence on the poverty cycle" give indications that the program has produced some positive influence in the alleviation of some barriers of the poverty cycle. The statistically insignificant results obtained from the O.Y.E. project do not give indications that the program has had some positive influence in this area.

2. Grades and Incomplete Courses

Table B and Table C on pages 116 and 117 show a grade comparison of O.Y.E. participants prior to and at the end of two years of project participation. Statistics on these two tables were taken from the students' permanent school records. These in turn were taken from the teachers' grade books which are backed up by report cards, test papers, reports, etc.

a) Seniors

There has been a remarkable difference between the grades this year's seniors made during their freshman and sophomore years and their first year in the project (last year...junior year). The rate of A's sprang from an average of 10 a year to 86; B's from 48 to 132; C's from 76 to 81; D's from 53 to 7; F's from 29 to 2; and Incompletes from 6 to 2. See chart on page 117. For individual subject grade comparisons see charts on pages 123 through 127.

b) Juniors

A comparison between the grades our juniors made when they were freshmen (just prior to the program) and those they made when they were sophomores (first year in the project) is found on the chart on page 116. The number of A's rose from 44 to an average of 60; B's from 64 to an average of 113; C's from 48 to an average of 97; and Incompletes from 0 to an average of 3. The number of D's declined from 39 to an average of

20; and F's from 15 to an average of 1. The charts on pages 118 through 122 show individual subject grade comparisons.

The charts on pages 118 through 127 show that the O.Y.E. participants made a larger number of higher grades and a smaller number of lower grades in the O.Y.E. Program than they had in the year or two years prior to the program's implementation.

For further academic achievement statistics see SCAT test scores on pages 140 and 141 of this report.

COMPILATION OF GRADES, O.Y.E. STUDENTS

(One Year Prior to Project and Two Years of Project)

JUNIORS TABLE B JUNIORS

	Subjects	A	B	C	D	F	Incomp.	Totals
1970-71	English	9	15	7	10	3	0	44
	Spanish	10	13	7	8	6	0	44
	Math	10	14	13	5	2	0	44
	Science	13	13	8	7	3	0	44
	History	2	9	13	9	1	0	34
	Totals	44	64	48	39	15	0	210
1971-72	(O.Y.E.)							
	English	12	19	13	0	0	0	44
	Spanish	9	15	16	4	0	0	44
	Math	13	9	21	0	0	1	44
	Science	7	17	17	0	0	3	44
	History	7	15	17	5	0	0	44
	Totals	48	75	84	9	0	4	220
1972-73	(O.Y.E.)							
	English	25	44	14	6	0	1	90
	Spanish	20	33	14	7	0	0	74
	Math	2	26	42	0	2	0	70
	Science	5	22	19	7	2	0	55
	History	20	26	21	11	0	0	78
	Totals	72	151	110	31	2	1	367

COMPILATION OF GRADES, O.Y.E. STUDENTS

(Two Years Prior to Project and Two Years of Project)

SENIORS TABLE C SENIORS

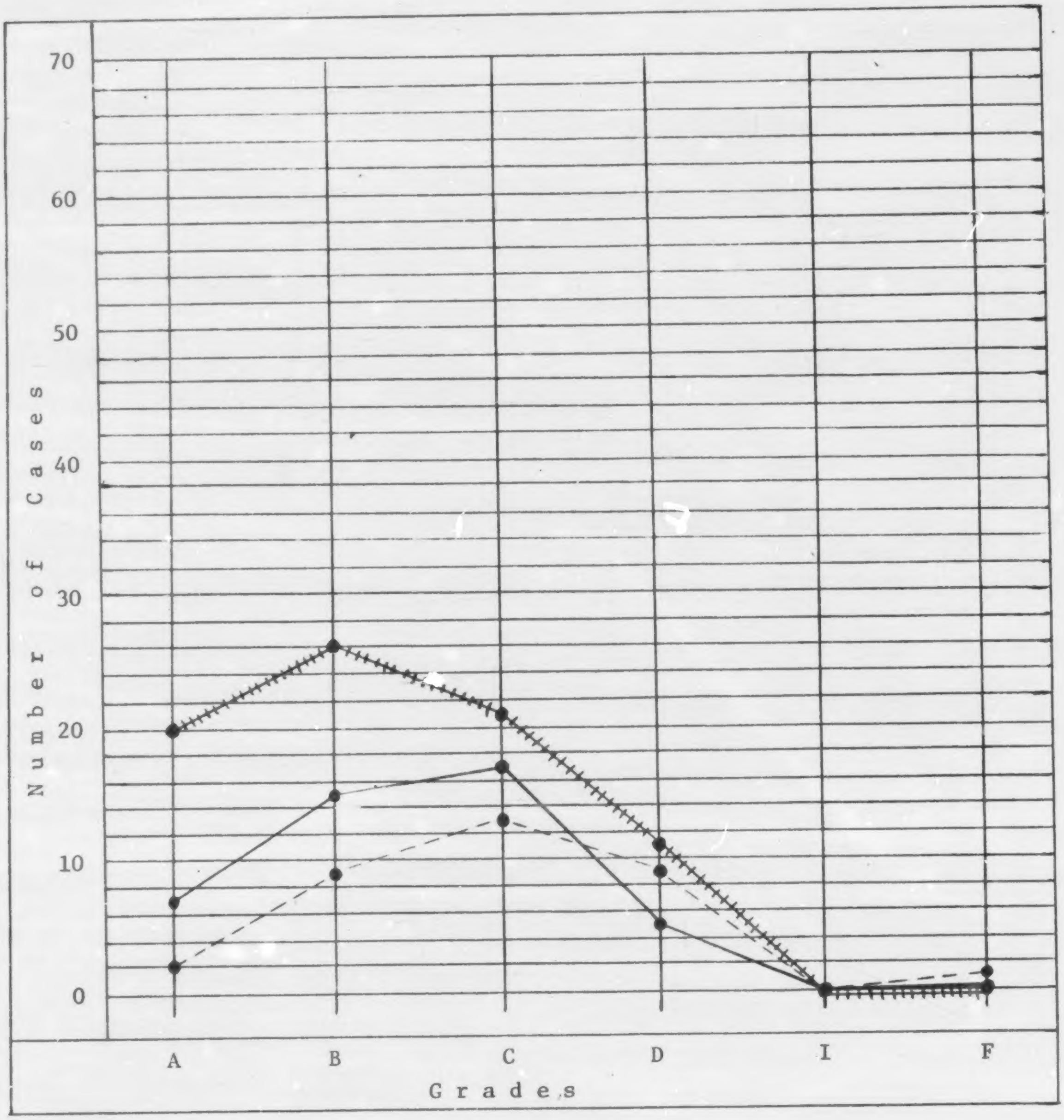
	Subjects	A	B	C	D	F	Incomp.	Totals
1969-70	English	1	10	16	16	5	0	48
	Spanish	2	15	17	10	2	2	48
	Math	6	17	16	7	2	0	48
	Science	0	8	20	8	9	1	46
	History	1	4	21	5	10	0	41
	Totals	10	54	90	46	28	3	231
1970-71	English	5	15	17	8	2	1	48
	Spanish	4	9	17	10	4	2	46
	Math	0	9	12	19	7	1	48
	Science	0	5	8	10	8	3	34
	History	1	3	12	12	8	2	38
	Totals	10	41	66	59	29	9	214
1971-72	(O.Y.E.)							
	English	32	14	2	0	0	0	48
	Spanish	13	25	7	3	0	0	48
	Math	19	20	9	0	0	0	48
	Science	5	15	25	0	0	0	48
	History	12	28	5	3	0	0	48
	Totals	81	102	48	6	0	3	240
1972-73	(O.Y.E.)							
	English	39	58	11	0	0	0	108
	Spanish	37	19	19	8	1	0	84
	Math	6	43	48	0	0	0	97
	Science	9	40	29	4	3	0	85
	History	0	1	7	1	0	0	9
	Totals	91	161	114	13	4	0	383

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: JUNIORS

Subject: HISTORY



School Years:

1970-71 - - - - - - 9
1971-72 ———————— OYE 10
1972-73 ++++++++++++++++ OYE 11

70-71, N = 34 71-72, N = 44 72-73, N = 78

Grade Scale:

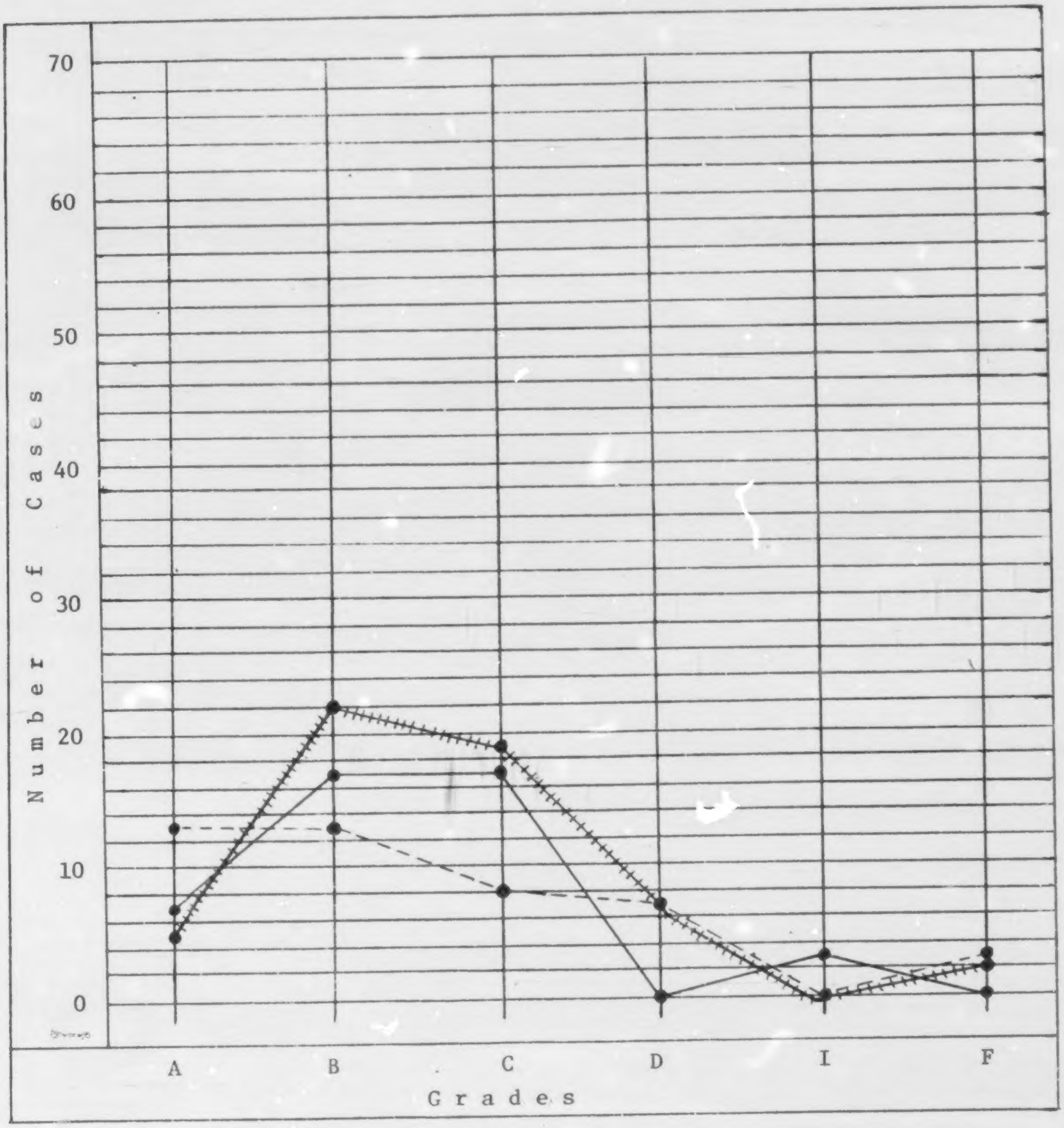
A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: JUNIORS

Subject: SCIENCE



School Years:

1970-71 - - - - - - 9
1971-72 ———— OYE 10
1972-73 ++++++++ OYE 11

70-71, N = 44   71-72, N = 44   72-73, N = 55

Grade Scale:

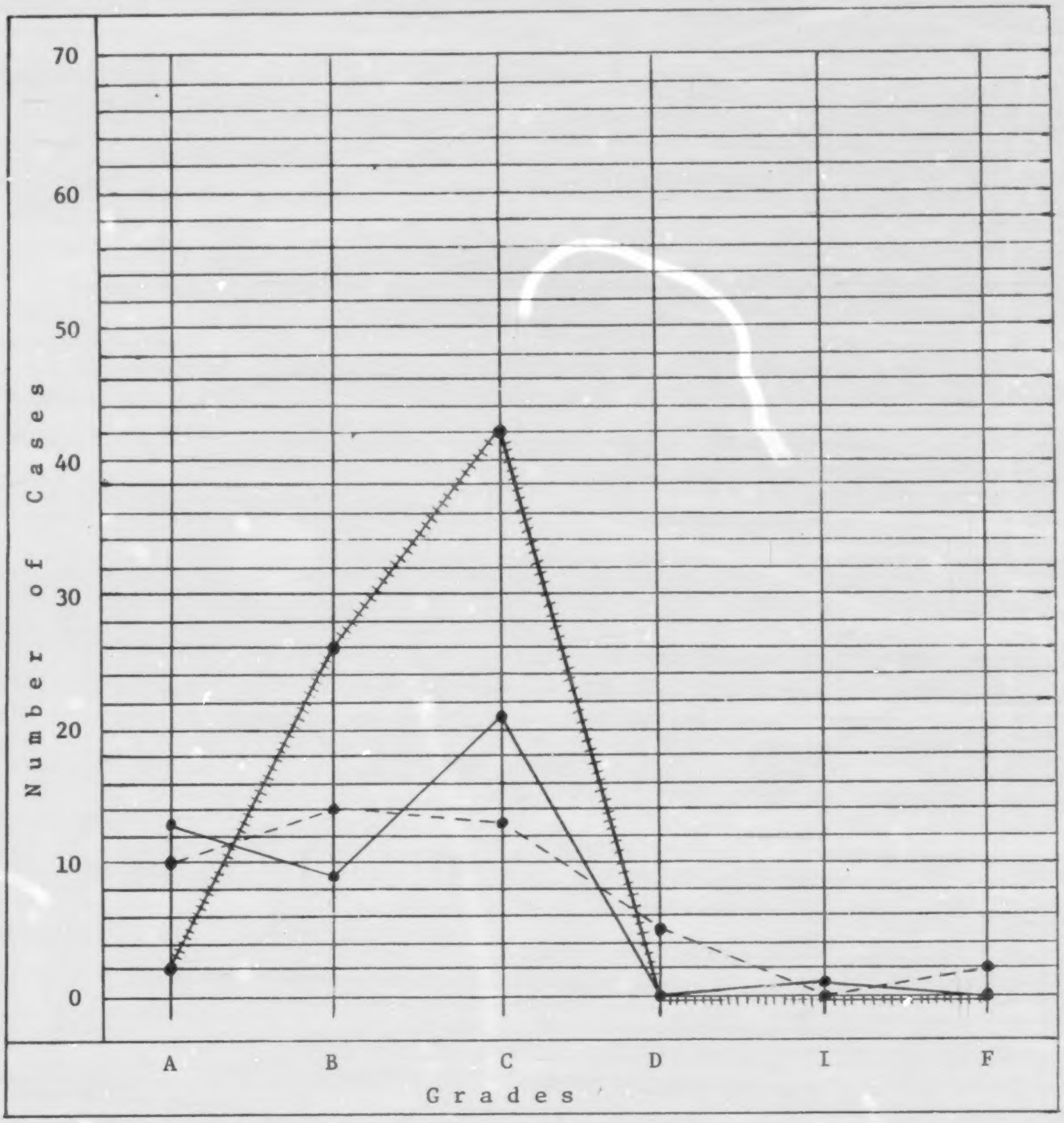
A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: JUNIORS

Subject: MATH



School Years:

1970-71 - - - - - - 9
1971-72 ———— OYE 10
1972-73 ++++++++++ OYE 11

Grade Scale:

A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

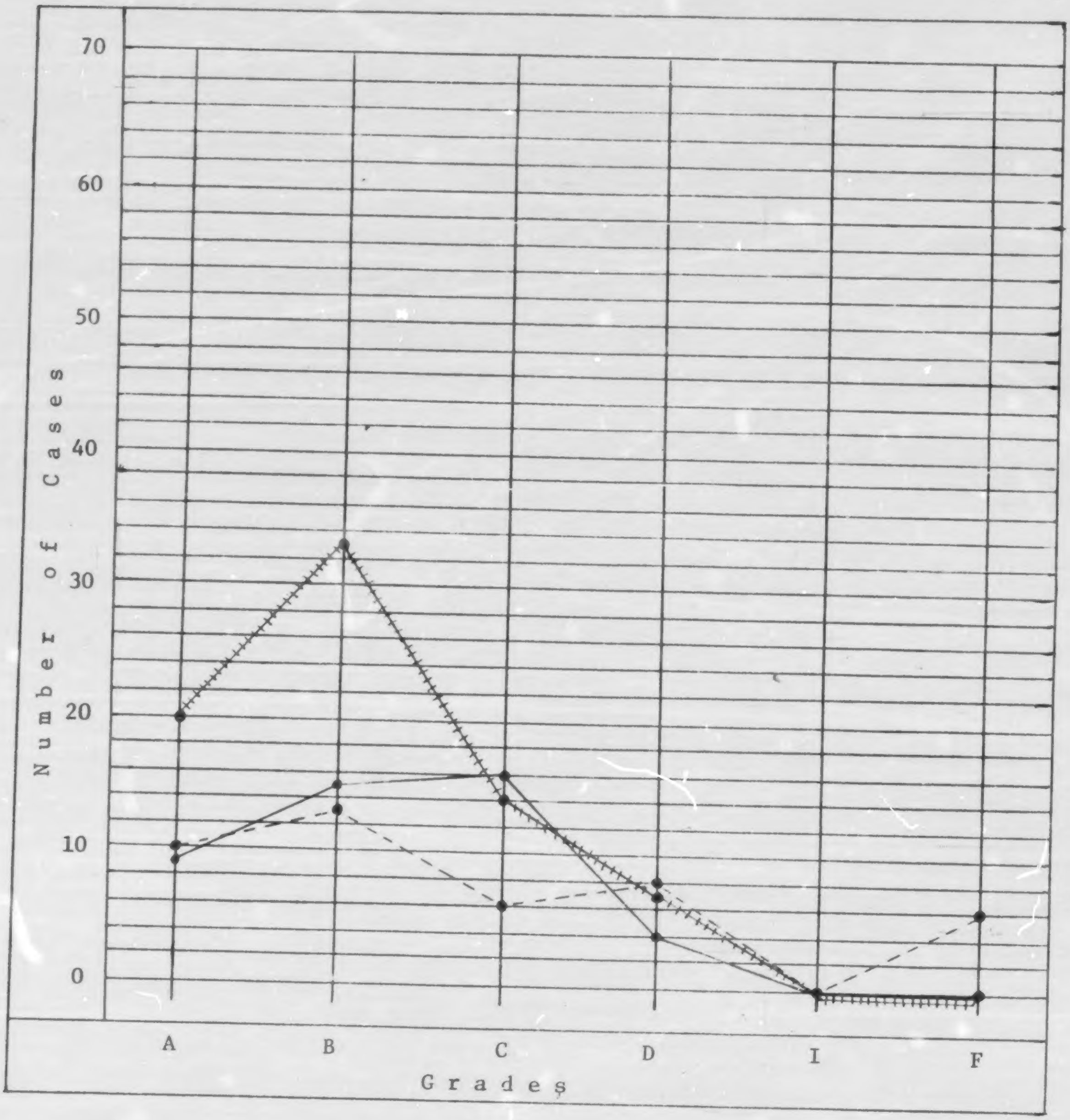
70-71, N = 44 71-72, N = 44 72-73, N = 70

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: JUNIORS

Subject: SPANISH



School Years:

1970-71 - - - - - - 9
1971-72 ———— OYE 10
1972-73 ++++++++ OYE 11

70-71, N = 44 71-72, N = 44 72-73, N = 74

Grade Scale:

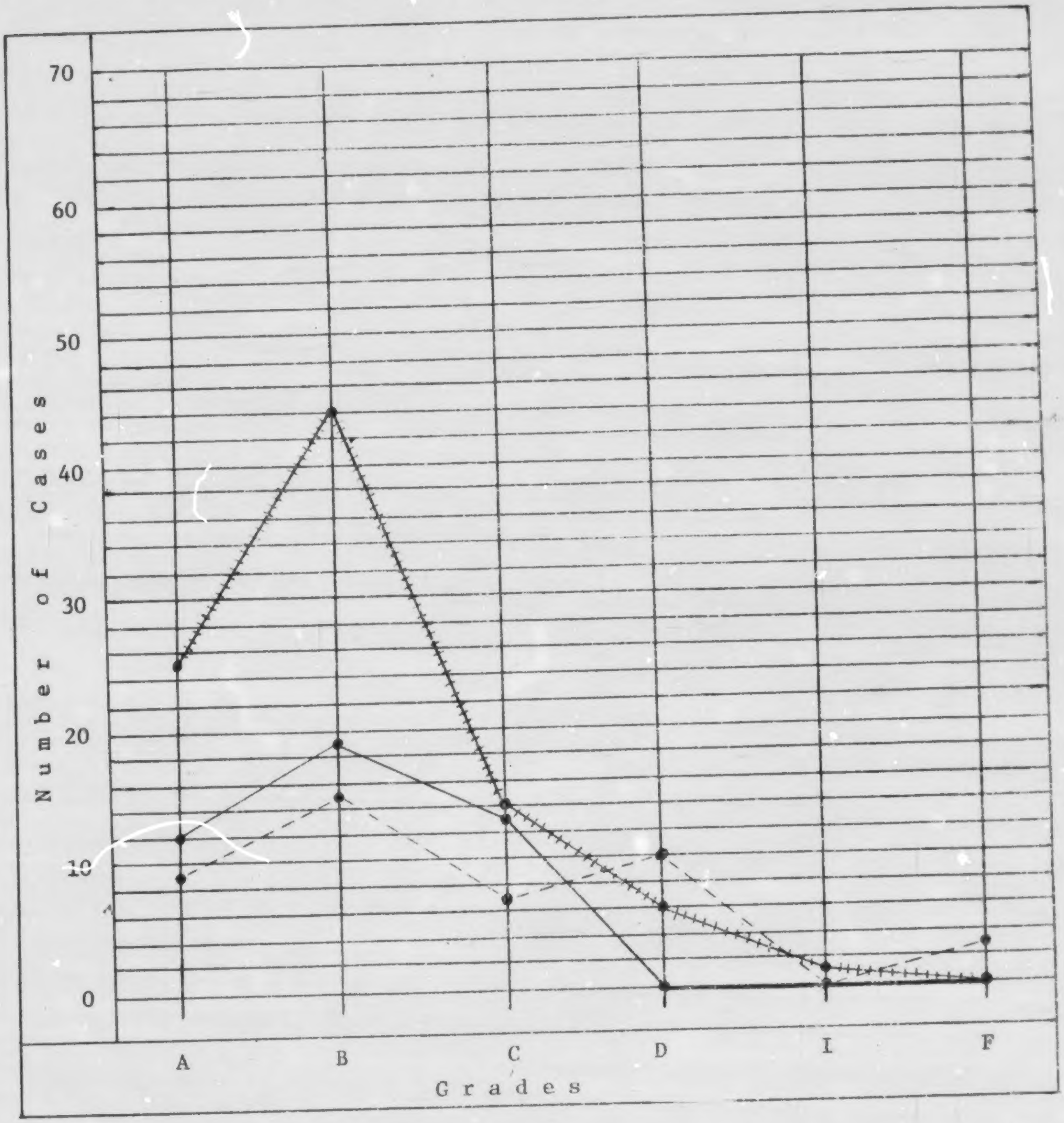
A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: JUNIORS

Subject: ENGLISH



School Years:

1970-71 - - - - - - 9
1971-72 ——————— OYE 10
1972-73 ++++++++++++++++ OYE 11

70-71, N = 44
71-72, N = 44
72-73, N = 90

Grade Scale:

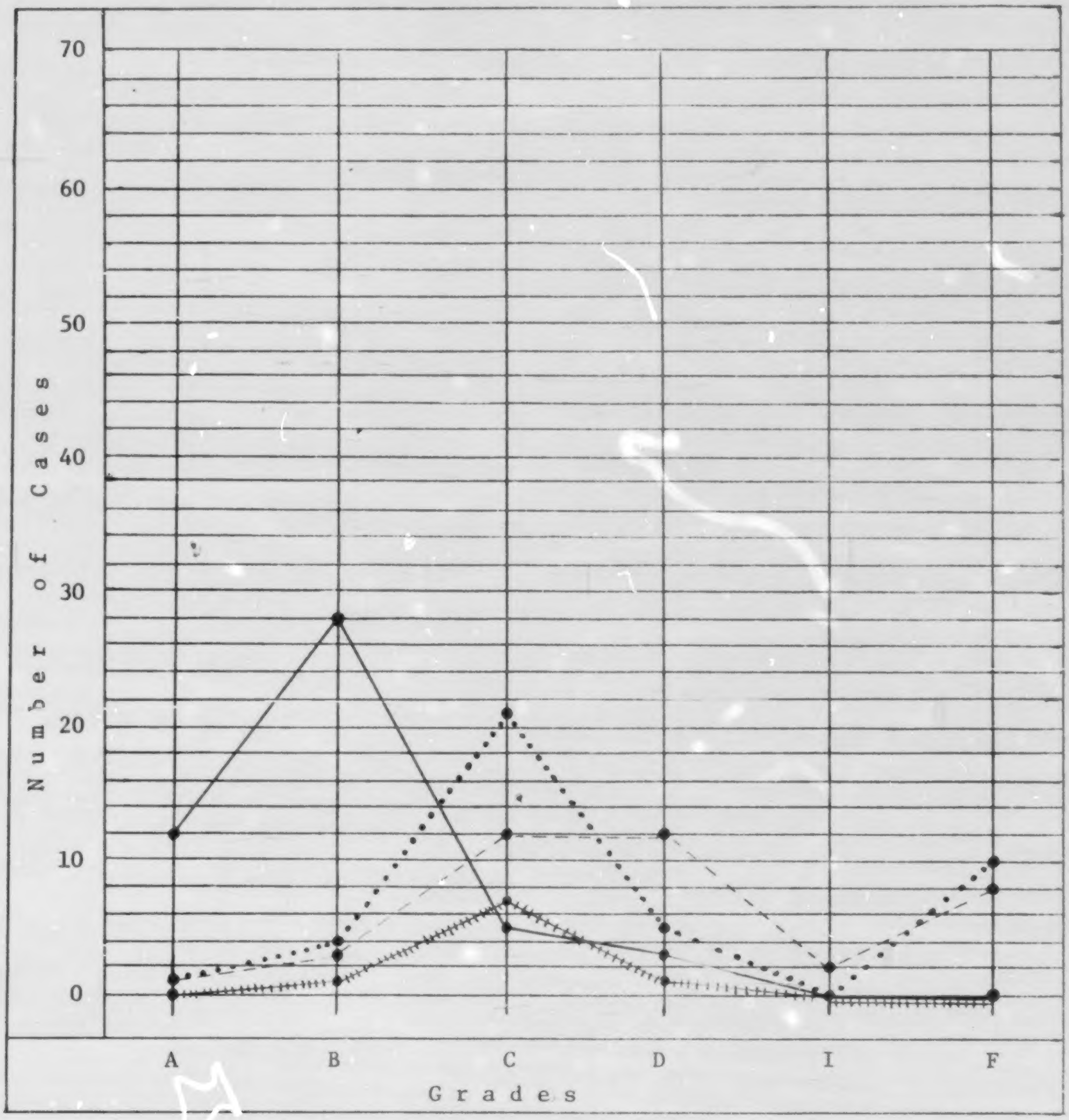
A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: SENIORS

Subject: HISTORY



School Years:

1969-70 ············· 9
1970-71 - - - - - - 10
1971-72 ———————— OYE 11
1972-73 ++++++++++++++++ OYE 12

Grade Scale:

A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

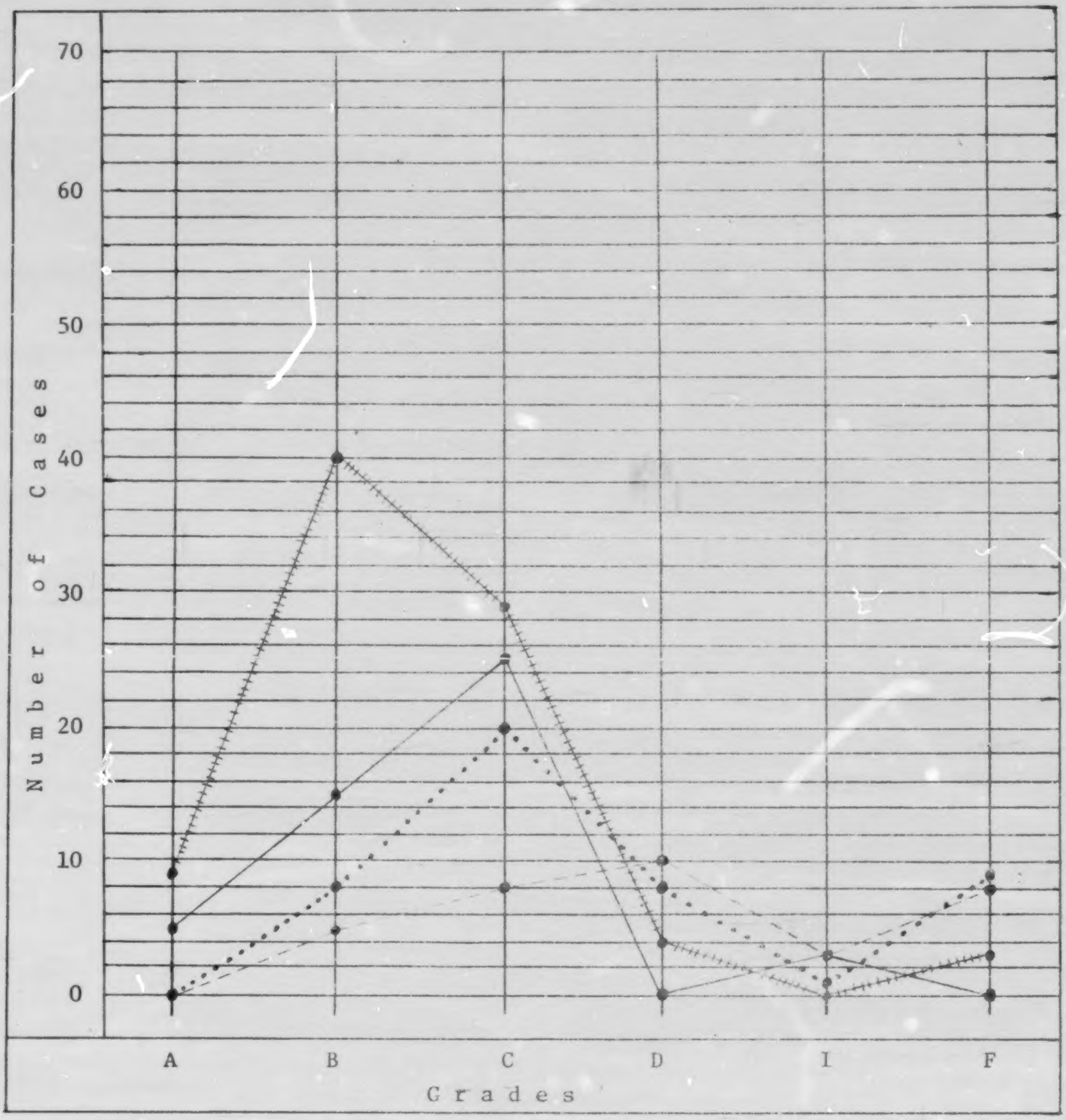
69-70, N = 41 70-71, N = 38 71-72, N = 48 72-73, N = 9

GRADE COMPARISONS OF Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: SENIORS

Subject: SCIENCE



School Years:

1969-70 9
1970-71 - - - - - - 10
1971-72 ———————— OYE 11
1972-73 ++++++++++++++++ OYE 12

Grade Scale:

A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

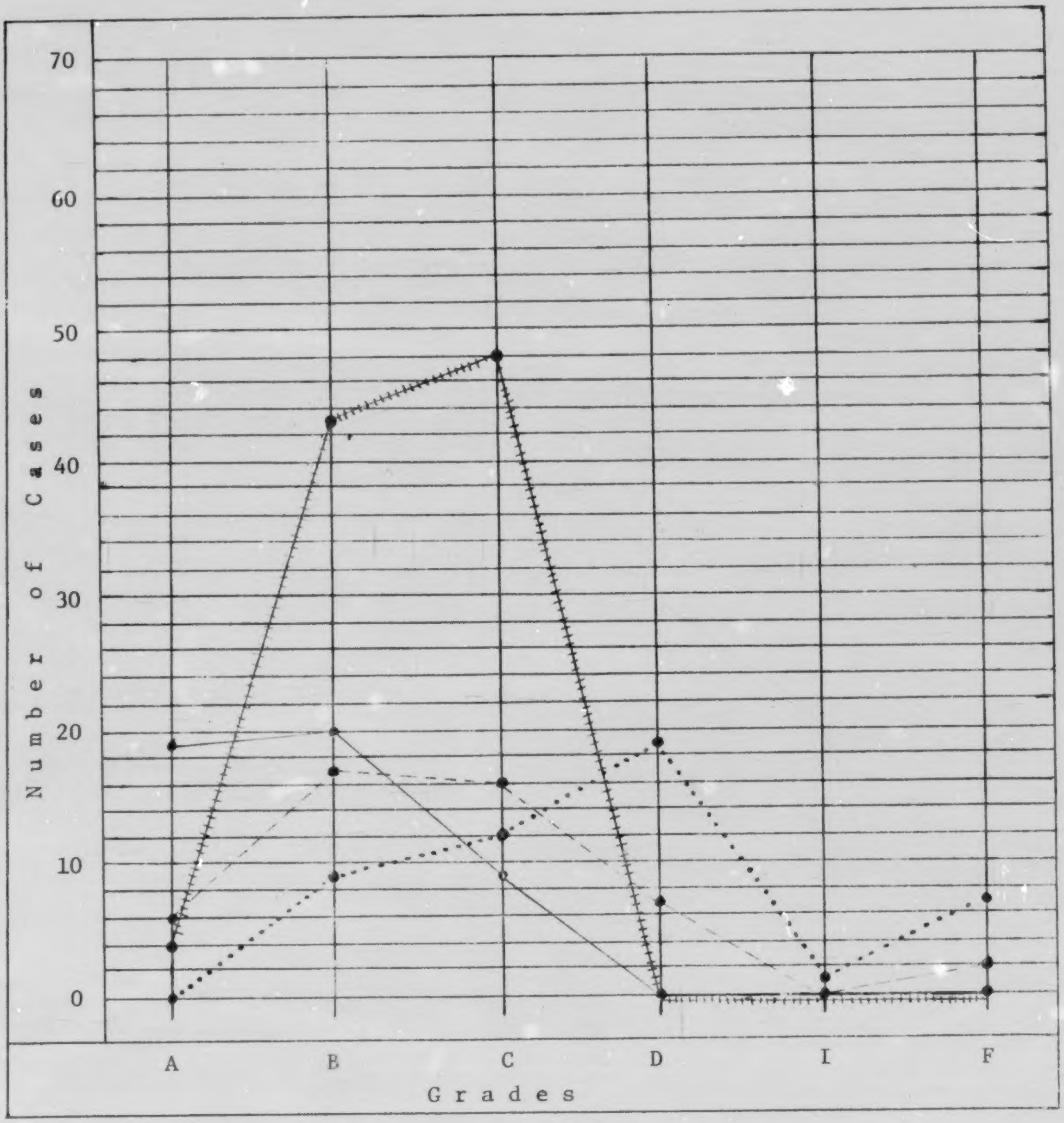
69-70, N = 46 70-71, N = 34 71-72, N = 48 72-73, N = 85

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: SENIORS

Subject: MATH



School Years:

1969-70 9
1970-71 - - - - - - 10
1971-72 ———————— OYE 11
1972-73 +++++++++++++++++ OYE 12

Grade Scale:

A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

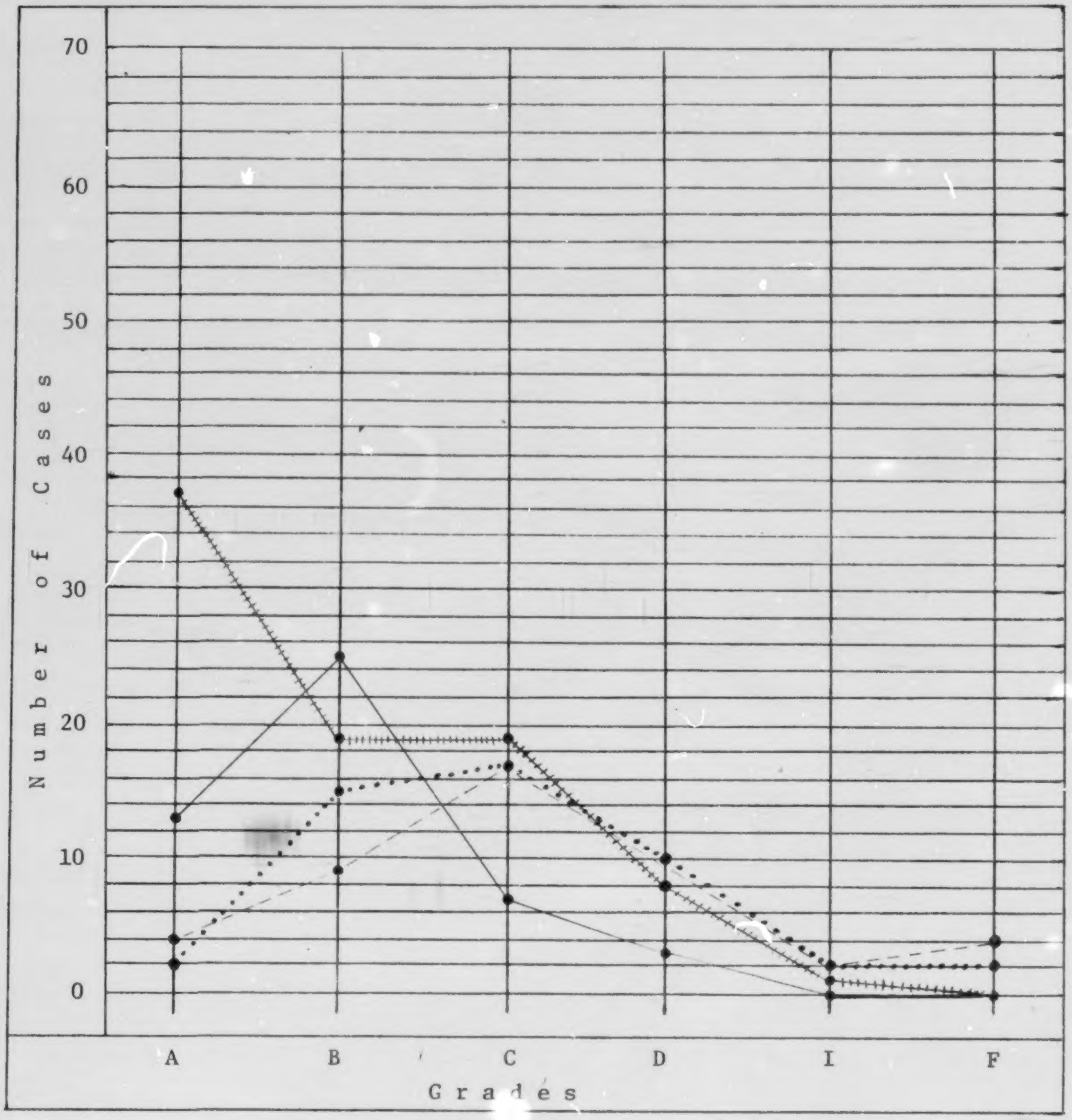
69-70, N = 48   70-71, N = 48   71-72, N = 48   72-73, N = 97

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: SENIORS

Subject: SPANISH



School Years:

1969-70 ············ 9
1970-71 - - - - - - 10
1971-72 ———————— OYE 11
1972-73 +++++++++++++++ OYE 12

Grade Scale:

A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

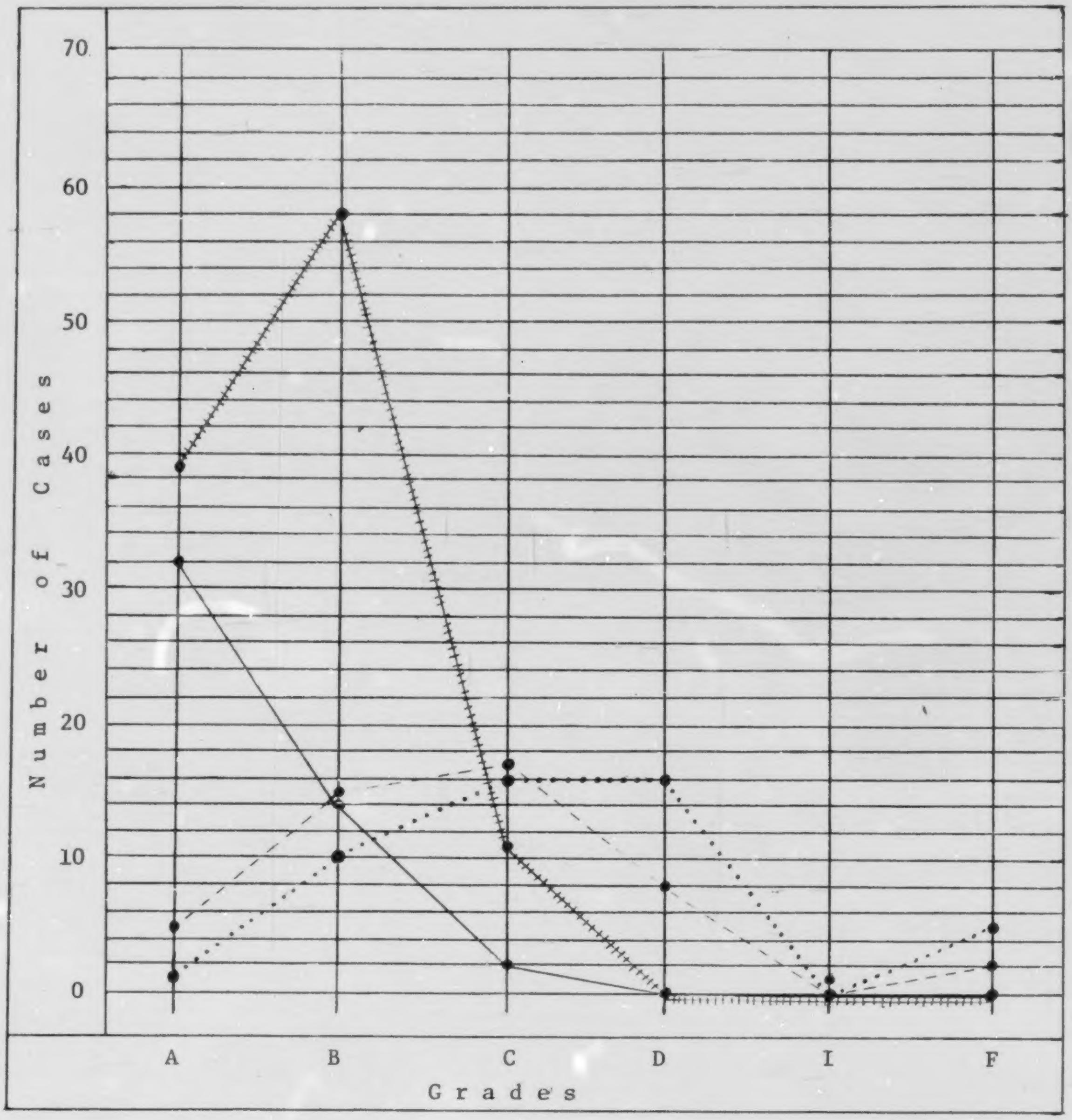
69-70, N = 48 70-71, N = 46 71-72, N = 48 72-73, N = 84

GRADE COMPARISONS OF O.Y.E. STUDENTS

(Prior to and at the end of Project Participation)

Class: SENIORS

Subject: ENGLISH



School Years:

1969-70 9
1970-71 - - - - - - 10
1971-72 ———— OYE 11
1972-73 ++++++++++++ OYE 12

Grade Scale:

A = 90-100
B = 80- 89
C = 70- 79
D = 60-69
I = Incomplete
F = 0-59

69-70, N = 48 70-71, N= 48 71-72, N = 48 72-73, N = 108

3. School Attendance

In order to motivate O.Y.E. students to remain in school and boost their past low attendance record, a combination of several incentives were injected into the program. For one, teachers were very conscious about "losing" their students through traditional lectures and curriculum; therefore, they were always trying new materials and methods. They also encouraged much informal student participation and the two-hour-block was an excellent setting that produced such discussions. We are sure that the planned extracurricular activities, which the students considered fun, also had their effect on the attendance rate. But the program experimented mainly with four project components: (1) the college trust fund for Group A students; (2) the monthly stipends for Group A students; (3) the services of the family counselor; and (4) the services of the student counselor.

a) Effect of Monthly Stipends and Trust Fund Contributions

Stipends were paid for all excused absences during the first school year of the program (November 15, 1971 through May 31, 1972) which resulted in an abuse of excused absences and destroyed student incentive for regular class attendance; consequently, there was very little difference in the absentee rate between Group A students who received both stipends and trust fund contributions and Group B students who received only supportive services. Comparisons are shown in the following table from

O.E.O.'s Audit Report of February 12, 1973:

Analysis of Time Absent

Group	Total Student Days	Total Days Absent	Percent of Time Absent
A	6210	335	5.39%
B	5776	336	5.78%
C	6071	664	10.94%

The difference between Group A students who received the stipends and trust fund contributions and Group B students who received only the services is so minimal (.39%) in comparison to the difference between Group B students and Group C students who attended the regular high school and received no O.Y.E. Program benefits. This latter difference is due entirely to O.Y.E. Program benefits received by Group students.

During the second school year, 1972-73, stipends were paid only for days the students were in school. The difference in the attendance rate between Group A students and Group B students was remarkable. It shot from .39% in 1971-72 to 2.9% in 1972-73. The percent of attendance from Group B remained the same (94.2% in 1971-72, 94.2% in 1972-73) but Group A's attendance rose from 94.6% in 1971-72 to 97.1% in 1972-73. Thus, paying students only for days they were in school was indeed an incentive, however small it may have been.

b) Effect of Family and Student Counseling Services

Since there was such a big difference in the rate of attendance between Group B students who received only the services of the O.Y.E. Program and Group C students in the regular program who received no O.Y.E. Program services, this analysis shows that O.Y.E. Program's supportive services were more equally as effective in increasing school attendance as the combination of stipend payments and trust fund contributions. It is a definite conclusion that of all the supportive services, the services of the family counselor who contacted and counseled parents regarding each school absence and of the student counselor who counseled all students regarding personal problems and encouraged students to prepare for college, contributed most toward increasing school attendance.

Stipend payment and trust fund contributions have combined to reduce the dropout rate, but there is no way of determining the value of each since all Group A students receive both stipend payments and trust fund contributions.

Attendance statistics for the first year (1971-72) of the program are as follows:

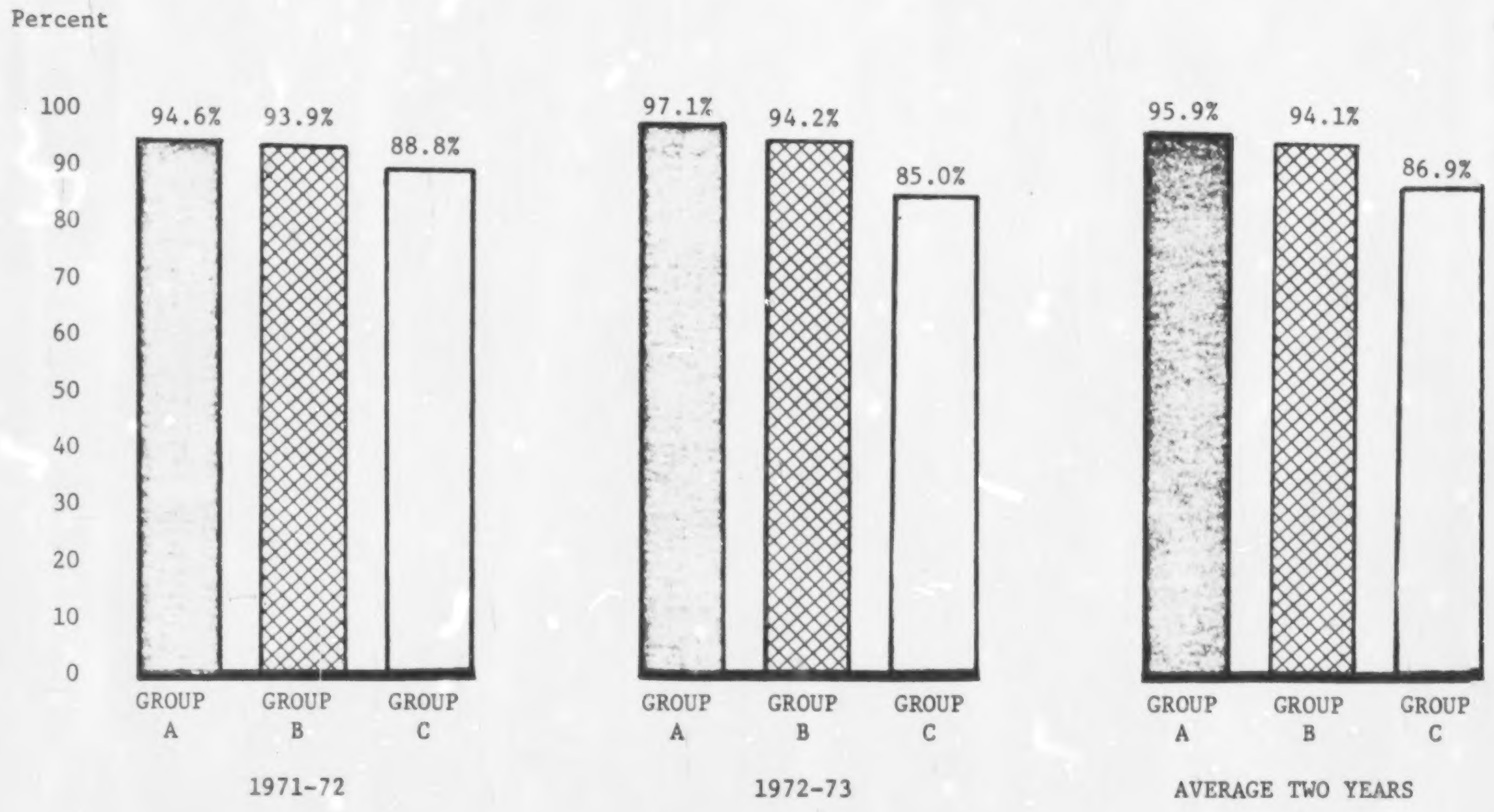
Reporting Period	Class	Percent of Attendance		
		Group A	Group B	Group C
Third Six-Weeks	Juniors	94.2%	90.8%	84.5%
	Soph.	93.0%	93.1%	91.6%
Fourth Six-Weeks	Juniors	94.7%	95.4%	89.0%
	Soph.	92.9%	93.2%	92.1%
Fifth Six-Weeks	Juniors	95.3%	94.6%	87.3%
	Soph.	95.3%	93.1%	91.8%
Sixth Six-Weeks	Juniors	95.6%	94.7%	85.1%
	Soph.	95.1%	96.1%	88.9%
Total Yearly Average By Grade	Juniors	95.0%	93.9%	86.5%
	Soph.	94.1%	93.9%	91.1%
Total Yearly Average By Groups		Group A	Group B	Group C
		94.6%	93.9%	88.8%

Attendance statistics for the second year (1972-73) of the program are as follows:

Reporting Period	Class	Percent of Attendance		
		Group A	Group B	Group C
First Six-Weeks	Seniors	97.6%	95.5%	89.9%
	Juniors	98.7%	97.0%	87.3%
Second Six-Weeks	Seniors	95.1%	95.6%	84.6%
	Juniors	96.5%	95.7%	84.8%
Third Six-Weeks	Seniors	95.6%	93.7%	86.0%
	Juniors	97.7%	94.2%	84.9%
Fourth Six-Weeks	Seniors	95.1%	93.2%	82.6%
	Juniors	98.1%	92.0%	83.0%
Fifth Six-Weeks	Seniors	95.7%	92.3%	81.6%
	Juniors	98.6%	90.8%	86.5%
Sixth Six-Weeks	Seniors	96.6%	94.8%	82.4%
	Juniors	98.7%	95.1%	86.0%
Total Yearly Average	Seniors	96.0%	94.2%	84.5%
	Juniors	98.1%	94.1%	85.4%
Total Yearly Average By Groups		Group A	Group B	Group C
		97.1%	94.2%	85.0%
		Group A	Group B	Group C
1971-72 Average by Groups		94.6%	93.9%	88.8%
1972-73 Average by Groups		97.1%	94.2%	85.0%
		Group A	Group B	Group C
Average for Project Duration		95.9%	94.1%	86.9%

High School Attendance

O.Y.E. Project



4. Dropout/Retention Rate

The following table shows the number of students commencing the program and the number finishing it two years later.

Group	Students Starting 11-15-71	Dropouts No.	Dropouts Percent	Students Trsfd. to Regular High School	Students in Program 5-31-73
A	50	1	2%		49
B	49	1	2%	4*	44
C	50	10	20%		40

*These students cannot be considered dropouts since they transferred to the regular program and finished out the 1972-73 school year.

The value of the supportive services is again emphasized by the large difference in dropout rates between Group B and Group C students. Based on all the attendance and retention rates of the O.Y.E. Program, we have concluded that the supportive services are extremely effective in encouraging regular attendance; that trust fund contributions are also very effective in retaining students in school because they realize they have the financial capability to attend college; and that stipend payments, though they help raise the attendance rate a little, are the least of the more effective incentives. We believe that monies spent for stipends could be more productive if applied toward strengthening counseling services and/or expanding trust fund contributions.

5. College Orientation Program Results

According to Amex Civil System's survey taken in November, 1972, 71.6% of the O.Y.E. students were potential dropouts. Six months later (May, 1973) 98% of the O.Y.E. seniors graduated from high school and 2½ months later four juniors picked up enough credits during summer school to graduate. Of the 49 graduating seniors 36 (73%) are definitely going to college this fall and 4 (8%) plan on starting either next spring or in September, 1974. All four juniors have obtained financial aid and will be attending college this fall. Table D on page 138 shows more statistics concerning this subject.

It can be concluded that the College Orientation Program achieved a greater success than anticipated. This was due primarily to the fine job that the student counselor did. He took all O.Y.E. students to visit colleges and universities in San Antonio, Austin and Kingsville; had several college financial aid officers speak to students at Cristal; and hustled scholarships, loans, etc. for students as the letter on the following two pages shows.

6. Testing Program Results

The following are brief descriptions and results of tests administered the O.Y.E. and the regular high school control group.

a) School and College Ability Tests (SCAT) This test is divided into two parts: Verbal and Quantitative. The Verbal part measured the students' understanding of words and the Quantitative tested the students' understanding of fundamental number operations by quantitative comparison items. O.Y.E. students' mean scores were higher than the regular high school students (Group C). See the results on page 140.

Crystal City Independent School District
805 EAST CROCKETT STREET
CRYSTAL CITY, TEXAS 78839

OFFICE OF THE SUPERINTENDENT

July 24, 1973

Mr. Amancio L. Cantu
Director, O.Y.E.
Crystal City Independent
School District
Crystal City, Texas

Subject: College Visits to Pan American University and Texas A & I University - July 5, 6, and 7.

On my visit to Pan American at Edinburg, Texas, I met with Mr. Homer Peña (Director of Admissions), Mr. Frank Herrera (Director of Financial Aid), and with Mr. Alfredo Garcia (CAMP Director). These people expressed appreciation of my presence and of my inquiry concerning the status of Crystal City students at Pan American. My visit was also a reflection, to them, of the tremendous interest and faith which our administration has for the Crystal City students.

The highlight of the visit to Pam American came after I learned that four of our students were being awarded full financial aid.

Three of these awards came through the office of Mr. Alfredo Garcia, whom was very cooperative. In my conversations with him he expressed something to this affect, "that if we believed in our students to invest the time and money, that he too would be willing to invest in our students." As a consequence he created and awarded three full scholarships which includes a personal allowance at the end of the month for each student.

Thus, the creation of four scholarships to four Crystal City students were given personal consideration and final approval.

My trip to Texas A & I University was also a successful visit. There I met with Mr. I. Q. Vidaurri, Director of Financial Aid, with whom I discussed the applications of two O.Y.E. students. Mr. Vidaurri was in the process of qualifying applicants for financial aid and it was at this time that he pulled from behind the files the applications of the two O.Y.E. students and marked them with the stamp of approval.

And along with the stamp of approval, Mr. Vidaurri made a statement concerning his appreciation of my personal visit. So it was that two more O.Y.E. students were granted full financial assistance who might otherwise not have received this recognition.

It was a tremendous feeling for me to witness three persons from two different institutions, discussing and approving before me, the granting of full financial assistance to six (6) Crystal City students. It was at this point that I felt the worthiness of this trip. Along with this feeling came the thought to my mind that now there were six more students who had a choice for another college besides Southwest Texas Junior College.

I wish to thank, on behalf of the students and myself, Mr. Angel N. Gonzalez, Superintendent, and Mr. Amancio L. Cantú, Director for making this trip possible.

Eugenio Gene Ruiz
Counselor, Project O.Y.E.

cc: Mr. Angel N. Gonzalez
Superintendent, C. C. I. S. D.

Mr. Jose D. Cuevas
Business Manager, C. C. I. S. D.

July, 1973 CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT Table D

STATISTICAL SUMMARY OF COLLEGE BOUND STUDENTS

	GROUP A	GROUP B	GROUP C	OTHER SENIORS
Total Number of Students	25	24	20	32
Completed ACT Instrument	19 = 76%	21 = 87%	10 = 50%	9 = 28%
Did Not Apply	6	3	10	23
Re-applied	3	3	0	2
FFS Application	19	19	N/Avail.	N/Avail.
Completed SAT	17	20	2	7
Re-applied	1	2	N/Avail.	N/Avail.
Students Indicating More Than Two College Choices	15 = 60%	13 = 54%	9 = 45%	11 = 34%
Students Indicating a Choice of Study	11 = 44%	12 = 50%	9 = 45%	12 = 38%
Number Indicating No Plans of Going to College Before OYE Program	16 = 64%	17 = 71%	N/Avail.	N/Avail.
Number Indicating Definitely Not Going College	4 = 16%	4 = 17%	3 = 15%*	6 = 20%*
Number Definitely Going to College	21 = 84%	15 = 62%	9 = 45%*	10 = 31%*
A. Number Enrolling in an Out-of-State College or University	1 = 6% of 18	2 = 13% of 15	N/Avail.	N/Avail.
B. Number Enrolling in a Texas College or University Away from Home	11 = 61% of 18	9 = 58% of 15	N/Avail.	N/Avail.
C. Number Students Commuting (SWTJC)	6 = 33% of 18	4 = 26% of 15	N/Avail.	N/Avail.

* These figures reflect results of January 29, 1973 survey. End of school year 72-73 not available.

b) Sequential Tests of Educational Progress (STEP) This test is a battery of general achievement tests in seven academic areas and covers grades 4-14. O.Y.E. students scored higher in all tests except Social Studies. See results on pages 140 and 141.

c) Strong Vocational Interest Blank The Basic Interest Scale measured the students' interest in occupations. The results of this test (Table G on page 142) show that the O.Y.E. students show a remarkable difference in attitude and self-assurance in six different areas as compared to Group C's one. It is interesting to note that O.Y.E. students' attitude toward Public Speaking and Law/Politics improved significantly perhaps as a consequence of the relaxed classroom atmosphere already mentioned.

The Academic Achievement (AACH) predicts how well a student will do in college. Students indicating no interest or desire of entering college score 40 or lower and those who might earn a B.A. about 50, an M.A. about 55, and a Ph. D. about 60. For results see Table H on page 143.

The Diversity of Interest (DIV) Test measures the students high or low interest in occupations. A 50 or higher indicates a high interest in "white collar" jobs. See results on Table I on page 144.

In the Occupational Introversion-Extroversion (OIE) introverts score high (60 or over) and extroverts score low (40 and under). See Table J on page 145.

Crystal City Independent School District
Project O.Y.E Post Test
NGTP-SCAT/STEP Series II Score Distribution

This is a comparison of Mean Scores and Percentile Ranks between O.YE. participants and Group C, the control group in the regular program, in relation to national norms.

I. SCAT TEST TABLE E

RECAP TEST 1 - SCAT VERB	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	19 - 28.8 %	10 - 29.4 %
2nd Quartile 51 - 75 %	23 - 34.8 %	8 - 23.5 %
3rd Quartile 26 - 50 %	18 - 27.3 %	6 - 17.6 %
4th Quartile 1 - 25 %	6 - 9.1 %	10 - 29.4 %
MEAN SCORE	443.5	439.7
DEVIATION FROM MEAN	13.98	16.61

RECAP TEST 2 - SCAT QUAN	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	19 - 28.8 %	5 - 14.7 %
2nd Quartile 51 - 75 %	18 - 27.3 %	11 - 32.4 %
3rd Quartile 26 - 50 %	13 - 19.7 %	10 - 29.4 %
4th Quartile 1 - 25 %	16 - 24.2 %	8 - 23.5 %
MEAN SCORE	454.0	452.0
DEVIATION FROM MEAN	13.93	12.56

RECAP TEST 3 - SCAT BASIC CON	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	17 - 25.8 %	9 - 25.7 %
2nd Quartile 51 - 75 %	29 - 18.2 %	12 - 34.3 %
3rd Quartile 26 - 50 %	12 - 18.2 %	8 - 22.9 %
4th Quartile 1 - 25 %	8 - 12.1 %	6 - 17.1 %
MEAN SCORE	433.9	433.5
DEVIATION FROM MEAN	8.76	11.31

RECAP TEST 4 - SCAT TOT	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	21 - 31.8 %	9 - 26.5 %
2nd Quartile 51 - 75 %	12 - 18.2 %	8 - 23.5 %
3rd Quartile 26 - 50 %	17 - 25.8 %	5 - 14.7 %
4th Quartile 1 - 25 %	16 - 24.2 %	12 - 35.3 %
MEAN SCORE	448.9	446.1
DEVIATION FROM MEAN	12.02	12.49

II. STEP TEST: Series II TABLE F

RECAP TEST 1 - ENGL EXPR	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	20 - 30.3 %	9 - 27.3 %
2nd Quartile 51 - 75 %	22 - 33.3 %	6 - 18.2 %
3rd Quartile 26 - 50 %	14 - 21.2 %	10 - 30.3 %
4th Quartile 1 - 25 %	10 - 15.2 %	8 - 24.2 %
MEAN SCORE	439.0	435.7
DEVIATION FROM MEAN	13.11	15.60

STEP TEST: Series II (Continued)

RECAP TEST 2 - READING

	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	24 - 36.4 %	8 - 24.2 %
2nd Quartile 51 - 75 %	16 - 24.2 %	10 - 30.3 %
3rd Quartile 26 - 50 %	19 - 28.8 %	8 - 24.2 %
4th Quartile 1 - 25 %	7 - 10.6 %	7 - 21.2 %
MEAN SCORE	449.4	429.5
DEVIATION FROM MEAN	10.40	12.48

RECAP TEST 3 - SPELLING

	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	26 - 39.4 %	8 - 23.5 %
2nd Quartile 51 - 75 %	14 - 21.2 %	7 - 20.6 %
3rd Quartile 26 - 50 %	14 - 21.2 %	11 - 32.4 %
4th Quartile 1 - 25 %	12 - 18.2 %	8 - 23.5 %
MEAN SCORE	440.6	436.2
DEVIATION FROM MEAN	12.31	9.80

RECAP TEST 4 - PUNCT CAP

	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	21 - 31.8 %	8 - 23.5 %
2nd Quartile 51 - 75 %	26 - 39.4 %	12 - 35.3 %
3rd Quartile 26 - 50 %	10 - 15.2 %	7 - 20.6 %
4th Quartile 1 - 25 %	9 - 13.6 %	7 - 20.6 %
MEAN SCORE	442.2	438.6
DEVIATION FROM MEAN	10.58	10.61

RECAP TEST 5 - WRIT

	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	24 - 36.4 %	4 - 11.8 %
2nd Quartile 51 - 75 %	18 - 27.3 %	11 - 32.4 %
3rd Quartile 26 - 50 %	13 - 19.7 %	12 - 35.3 %
4th Quartile 1 - 25 %	11 - 16.7 %	5 - 14.7 %
MEAN SCORE	453.7	446.8
DEVIATION FROM MEAN	14.42	10.38

RECAP TEST 6 - COMPUTATN

	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	19 - 28.8 %	9 - 29.0 %
2nd Quartile 51 - 75 %	17 - 25.8 %	10 - 32.3 %
3rd Quartile 26 - 50 %	17 - 25.8 %	5 - 16.1 %
4th Quartile 1 - 25 %	13 - 19.7 %	7 - 22.6 %
MEAN SCORE	446.4	445.5
DEVIATION FROM MEAN	14.90	15.69

RECAP TEST 7 - SOCL STD

	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	18 - 27.3 %	11 - 32.4 %
2nd Quartile 51 - 75 %	23 - 34.8 %	9 - 26.5 %
3rd Quartile 26 - 50 %	13 - 19.7 %	6 - 17.6 %
4th Quartile 1 - 25 %	12 - 18.2 %	8 - 23.5 %
MEAN SCORE	437.5	437.7
DEVIATION FROM MEAN	11.26	12.50

RECAP TEST 8 - SCIENCE

	O.Y.E. Students	H.S. Students
1st Quartile 76 - 99 %	19 - 29.2 %	8 - 24.2 %
2nd Quartile 51 - 75 %	22 - 33.8 %	5 - 15.2 %
3rd Quartile 26 - 50 %	16 - 24.6 %	7 - 21.2 %
4th Quartile 1 - 25 %	8 - 12.3 %	13 - 39.4 %
MEAN SCORE	435.1	429.5
DEVIATION FROM MEAN	10.40	12.48

TABLE G

STRONG VOCATIONAL INTEREST BLANK

Basic Interest Scale

TABLE G

Title	OYE STUDENTS				REGULAR PROGRAM STUDENTS			
	Pre-test Date: 10-8-71		Post-test Date: 5-15-73		Pre-test Date: 10-8-71		Post-test Date: 5-15-73	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Public Speaking*	45	48.8	58	66.6	20	40.4	10	41.2
Law/Politics*	47	51.1	63	72.4	23	46.5	13	54.0
Business Management	19	20.6	27	31.0	7	14.1	4	16.2
Sales	25	27.2	29	33.3	12	24.2	5	20.2
Merchandising	47	51.1	43	49.4	20	40.4	9	37.1
Office Practices*	60	65.2	71	81.5	35	71.2	15	62.1
Military Activities*	35	38.0	16	18.3	15	30.3	5	20.2
Technical Supervision	22	23.8	18	20.6	6	12.1	3	12.1
Mathematics	15	16.3	25	28.6	9	18.2	2	8.1
Science*	37	40.2	52	59.7	20	40.4	8	33.1
Mechanical	51	55.4	40	45.9	20	40.4	11	45.2
Nature	12	13.0	16	18.3	6	12.1	3	12.1
Agriculture	15	16.3	10	11.4	8	16.2	4	16.2
Adventure	51	55.4	58	66.6	27	55.1	12	50.0
Recreational Leadership	66	71.7	59	67.7	30	61.1	13	54.0
Medical Service*	40	43.4	63	72.4	20	40.4	11	45.2
Social Service	65	70.6	67	77.0	37	75.2	16	66.2
Religious Activities**	58	63.0	53	60.8	28	57.0	8	33.1
Teaching	71	77.2	56	64.3	34	69.2	18	75.0
Music	49	53.2	43	49.4	23	46.5	7	29.0
Art	49	53.2	46	52.8	23	46.5	10	41.2
Writing	42	45.6	40	45.9	13	26.3	6	25.0
Homemaking (Girls Only)	39	42.4	25	28.6	17	34.3	8	33.1

Fluctuation of 15% or more: OYE = * Regular = **

STRONG VOCATIONAL INTEREST BLANK

AACH
(College and Non-College Interest)
A Comparison of OYE and Regular Program Students

Note: Fair comparisons can only be made by comparing percents of each group due to difference in number students who took tests.

TABLE H

	PRE-TEST: 10-8-71					POST-TEST: 5-15-73				
	OYE No. Tested: 92			REGULAR No. Tested: 49		OYE No. Tested: 87			REGULAR No. Tested: 24	
	Frequency	%	Score	Frequency	%	Frequency	%	Score	Frequency	%
Ph.D.	1	1.1	56-59	0	0	2	2.3	60-63	1	4.0
M.A.						4	4.5	56-59	1	4.0
	3	3.2	52-55	3	6.1	6	6.9	52-55	1	4.0
B.A.	12	13.0	48-51	7	14.1	18	20.6	48-51	1	4.0
	10	10.8	44-47	9	18.2	16	18.3	44-47	2	8.1
Total	26	28.1		19	38.4	46	52.6		6	24.1
Non-College Interest	9	9.7	40-43	4	8.1	7	8.0	40-43	1	4.0
	20	21.7	36-39	8	16.2	9	10.3	36-39	5	20.2
	10	10.8	32-35	5	10.1	11	12.6	32-35	2	8.1
	10	10.8	28-31	3	6.1	7	8.0	28-31	4	16.2
	5	5.4	24-27	7	14.1	5	5.7	24-27	1	4.0
	9	9.7	20-23	1	2.0	2	2.3	20-23	3	12.1
	3	3.2	16-19	1	2.0	0	0	16.19	2	8.1
Total	66	71.3		30	60.6	41	46.9		18	72.7

TABLE H

TABLE I

STRONG VOCATIONAL INTEREST BLANK

DIV
(Degree of Interest in Vocations)
A Comparison of OYE and Regular Program Students

Note: Fair comparisons can only be made by comparing percents of each group due to difference in number students who took tests.

TABLE I

	PRE-TEST: 10-8-71					POST-TEST: 5-15-73				
	OYE No. Tested: 92			REGULAR No. Tested: 49		OYE No. Tested: 87			REGULAR No. Tested: 24	
	Frequency	%	Score	Frequency	%	Frequency	%	Score	Frequency	%
High Interest	0	0	84-87	1	2.0	5	5.7	80-83	0	0
	1	1.1	80-83	0	0	4	4.5	76-79	1	4.0
	1	1.1	76-79	1	2.0	3	3.4	72-75	1	4.0
	5	5.4	72-75	1	2.0	4	4.5	68-71	0	0
	8	8.5	68-71	2	4.0	10	11.4	64-67	4	16.2
	11	11.9	64-67	2	4.0	7	8.0	60-63	1	4.0
	8	8.5	60-63	2	4.0	7	8.0	56-59	3	12.1
	7	7.5	56-59	5	10.1	17	19.5	52-55	3	12.1
	14	15.2	52-55	6	12.2					
Total	55	59.2		20	40.3	57	65.0		13	52.4
Low Interest	8	8.5	48-51	7	14.1	8	9.2	48-51	1	4.0
	6	6.5	44-47	8	16.2	4	4.5	44-47	2	8.1
	12	13.8	40-43	7	14.1	8	9.2	40-43	2	8.1
	4	4.3	36-39	5	10.1	6	6.9	36-39	1	4.0
	2	2.2	32-35	1	2.0	1	1.1	32-35	2	8.1
	2	2.2	28-31	1	2.0	2	2.3	28-31	2	8.1
	3	3.2	24-27	0	0	1	1.1	24-27	1	4.0
Total	37	41.0		29	58.5	30	34.3		11	44.4

STRONG VOCATIONAL INTEREST BLANK

OIE

(Degree of Extroversion and Introversion)
A Comparison of OYE and Regular Program Students

Note: Fair comparisons can only be made by comparing percents of each group due to difference in number students who took tests.

TABLE J

	PRE-TEST: 10-8-71					POST-TEST: 5-15-73				
	OYE No. Tested: 92			REGULAR No. Tested: 49		OYE No. Tested: 87			REGULAR No. Tested: 24	
	Frequency	%%	Score	Frequency	%	Frequency	%	Score	Frequency	%
Intro-verts	2	2.2	76-79	1	2.0	2	2.3	76-79	0	0
	2	2.2	72-75	1	2.0	5	5.7	72-75	0	0
	5	5.4	68-71	3	6.1	5	5.7	68-71	2	8.1
	8	8.5	64-67	7	14.1	5	5.7	64-67	1	4.0
	9	9.7	60-63	4	8.1	6	6.9	60-63	3	12.1
Total	26	28.0		16	32.3	23	26.3		6	24.2
	6	6.5	56-59	7	14.1	10	11.4	56-59	7	29.0
	11	11.9	52-55	8	16.2	5	5.7	52-55	1	4.0
	16	17.4	48-51	9	18.2	13	14.8	48-51	4	16.2
	10	10.8	44-47	3	6.1	9	10.3	44-47	3	12.1
	12	13.0	40-43	3	6.1	10	11.4	40-43	0	0
Total	55	58.8		30	60.7	47	53.6		15	61.3
Extro-verts	6	6.5	36-39	0	0	7	8.0	36-39	1	4.0
	3	3.5	32-35	3	6.1	2	2.3	32-35	2	8.1
	2	2.2	28-31	0	0	5	5.7	28-31	0	0
						2	2.3	24-27	0	0
						1	1.1	20-23	0	0
Total	11	12.2		3	6.1	17	19.4		3	12.1

TABLE J

d) Culture Fair Intelligence Scale, Form A The pre-test was taken by 84 O.Y.E. students in September, 1971 and their average score was 18.23. The post-test was taken by 17 O.Y.E. students in December, 1972 and their average score was 19.76.

e) American College Testing Program (ACT) This test was administered to 52 O.Y.E. students in the spring of 1973. The areas tested and the results are as follows:

   1) Students' Estimates of Family Income Forty-two percent (42%) of the students' families earned less than $3,000 while 38% earned between $3,000 and $5,999. See chart ACT-1 on page 148.

   2) Comparison of O.Y.E. Grades with Other Groups O.Y.E. students' grades averaged higher than the national mean, but only .02% higher than the state's (Texas) mean. See Chart ACT-2 on page 149.

   3) Distribution of Education Aspirations All of the 52 O.Y.E. students tested aspired for a two-year college degree or higher. See Table K on page 150.

   4) Housing Expectations Seventy-nine percent (79%) of the 52 college bound students tested expected to live on campus while 21% at home or with relatives. See Table L on page 150.

   5) College Choice Consideration Table M on page 150 indicates that in making their college choices O.Y.E. students were

influenced mostly by the student counselor, the teachers, the parents, and the offer of financial aid.

6) Single Most Important Factor in Making College Choice The student counselor was credited with the largest percent... 30%, followed by parents and financial aid offer with 18% each. See Table N on page 151.

7) Summary of Proposed Educational Majors Educational (28%) and Health Fields (21%) were the students' top choices. See Table O on page 151.

8) Extracurricular Plans See Table P on page 151.

9) College Placement Statistics Forty-seven O.Y.E. seniors graduated in May and four O.Y.E. juniors in July. Of the 51 graduates, 37 (73%) have enrolled in college, 5 (10%) plan to enroll the fall of 1974, 2 (4%) are undecided about attending a college, and 7 (13%) say they are definitely not going to college. Chart ACT-3 on page 152 shows actual placement of 37 O.Y.E. graduates in 8 colleges.

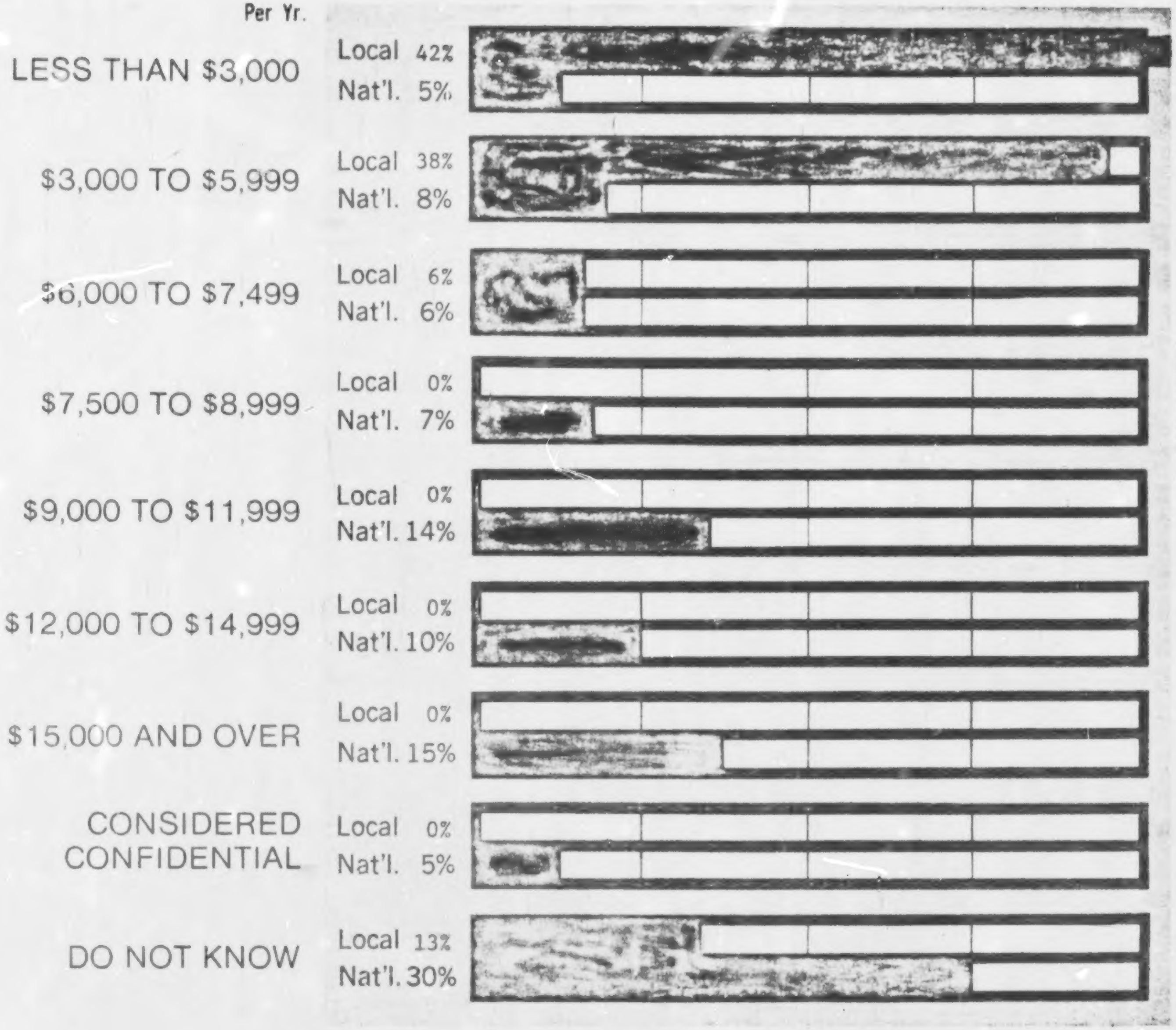
Crystal City Independent
School District

Project OYE

CHART ACT-1

Students' Estimates of Family Income*

52 OYE
Students
Tested



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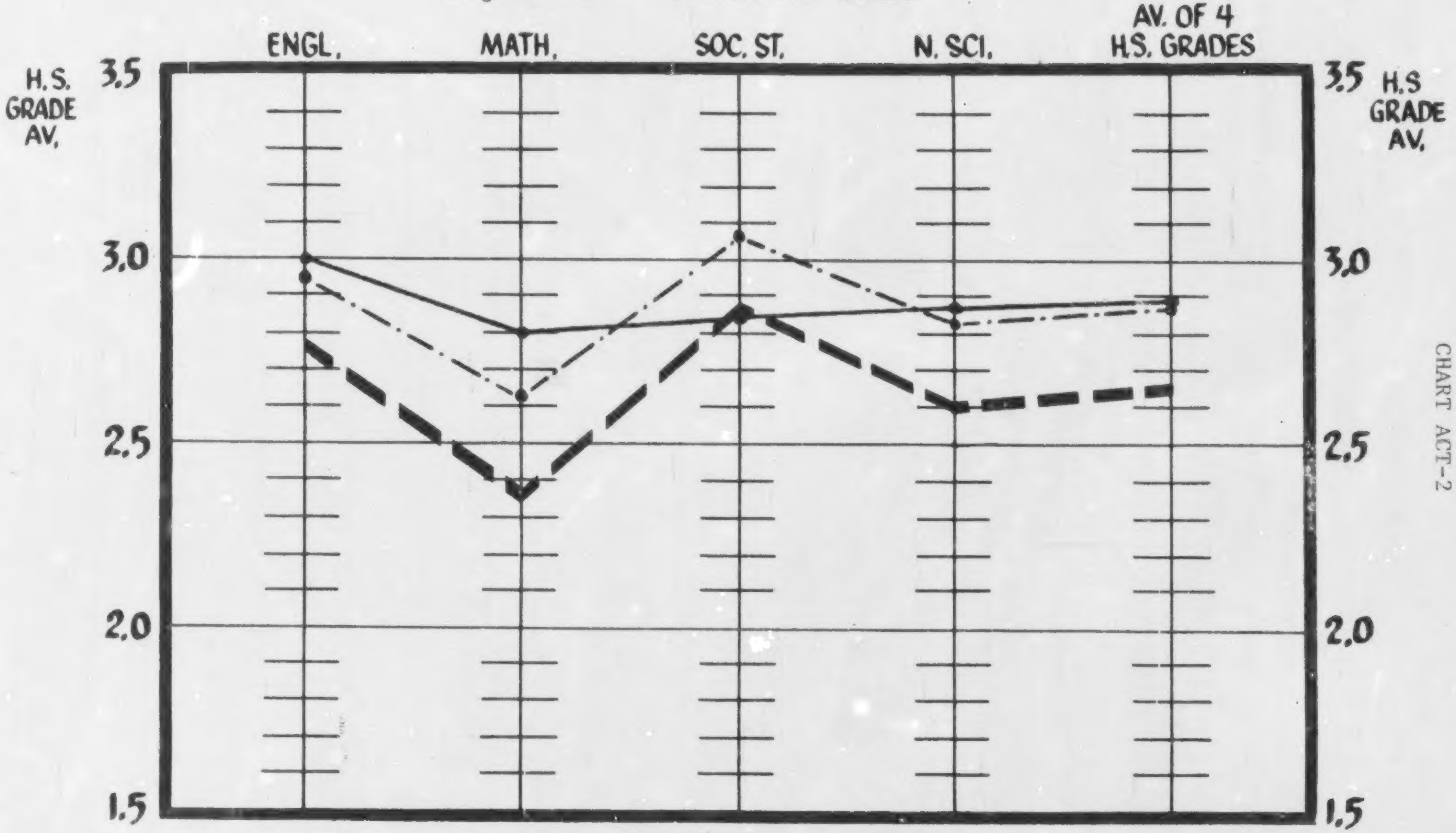
*National norms for this chart have changed from those appearing in **Your College-Bound Students** because of changes in the income intervals. The national norms printed here are based on a 5% sample of students tested on the first four national test dates in the 1971-72 school year.

CHART ACT-2

Comparison of the Mean High School Grades With Means of Other Groups

Project OYE 52 Students Tested



		ENGL.	MATH.	SOC. ST.	N. SCI.	AV. OF 4 H.S. GRADES
	MEAN: NAT'L.	2.77	2.37	2.84	2.60	2.64
LOCAL	MEAN: BOYS	2.92	2.88	2.80	2.92	2.88
	MEAN: GIRLS	3.13	2.75	2.88	2.83	2.90
	MEAN: TOTAL	3.02	2.82	2.84	2.88	2.89
	MEAN: STATE	2.95	2.62	3.07	2.82	2.87

NATIONAL: ▬ ▬ ▬ ▬ **BOYS (LOCAL):** **GIRLS (LOCAL):** **TOTAL (LOCAL):** ——— **STATE:** —·—·—

American College Testing Program
Spring 1973
OYE Project

DISTRIBUTION OF EDUCATIONAL ASPIRATIONS TABLE K

	Total Frequency	%
High School Diploma	0	0%
Voc., Tech., or Certificate Program (Less than two years)	0	0%
Two-Year College Degree	8	15%
Bachelor's or Equivalent	12	23%
One or two Years Grad or Professional Study (MA,MBA)	11	21%
Dr. of Phil., Ed. (Ph.D., Ed.D.)	7	13%
Dr. of Med., Dental Surg., or Vet. Med. (MD,DDS, or DVM)	6	12%
Law Degree (LL.B. or J.D.)	1	2%
Theology Degree	1	2%
Other	6	12%

Total No. Students Tested: 52
No Response: 1

HOUSING EXPECTATIONS TABLE L

	Total Frequency	%
College Housing	35	66%
Off-Campus Room or Apartment	7	13%
At Home or With Relative	11	21%

Total Number Students Tested: 53
No Response: 0

CONSIDERATION GIVEN TO VARIOUS FACTORS IN MAKING COLLEGE CHOICE (IN PERCENTAGES) TABLE M

	Major Cons.	Minor Cons.
I. Intellectual Reputation		
1. Intell. Atmosphere	52	48
2. Good Faculty	75	25
3. High School Standards	60	40
4. Special Study Program	69	31
II. Social Climate		
1. Social Opportunities	46	54
2. Good Athletic Program	27	73
3. Coeducational	35	65
III. Financial Considerations		
1. Low Cost	58	42
2. Financial Aid Offer	81	19
3.		
IV. Location and Size		
1. Location	65	35
2. Size	38	63
V. Other Influences		
1. Parents	81	19
2. High School Teacher(s)	83	17
3. High School Counselor	83	17
4. College Admission Counselor	50	50
5. Campus Visit or Tour	67	33

Total Number Students Tested: 53
No Response to one or More Items: 5

American College Testing Program
Spring 1973
OYE Project

SINGLE MOST IMPORTANT FACTOR IN MAKING COLLEGE CHOICE

TABLE N

	Total Frequency	%
I. Intelligence Reputation		
1. Intell. Atmosphere	1	2%
2. Good Faculty	2	5%
3. High School Standards	0	0%
4. Special Study Program	4	9%
II. Social Climate		
1. Social Opportunities	1	2%
2. Good Athletic Program	1	2%
3. Coeducational	0	0%
III. Financial Considerations		
1. Low Cost	0	0%
2. Financial Aid Offer	8	18%
IV. Location and Size		
1. Location	3	7%
2. Size	0	0%
V. Other Influences		
1. Parents	8	18%
2. High School Teacher(s)	1	2%
3. High School Counselor	13	30%
4. College Admission Counselor	0	0%
5. Campus Visit or Tour	2	5%
Total Number Students Tested: 53		
No Response: 9		

SUMMARY OF PROPOSED EDUCATIONAL MAJORS

TABLE O

	Total Frequency	%
Educational Fields	15	28%
Soc. Sciience & Related Fields	7	13%
Bus., Political & Persuas. Fields	5	9%
Scientific Fields	2	4%
Agriculture & Forestry Fields	0	0%
Health Fields	11	21%
Arts & Humanities Fields	1	2%
Engineering Fields	4	8%
Trade, Industrial, & Tech. Fields	2	4%
Other Fields	1	2%
Housewife	0	0%
Undecided	5	9%
Total Number Students Tested: 53		
No Response: 0		

EXTRACURRICULAR PLANS (IN PERCENTAGES)

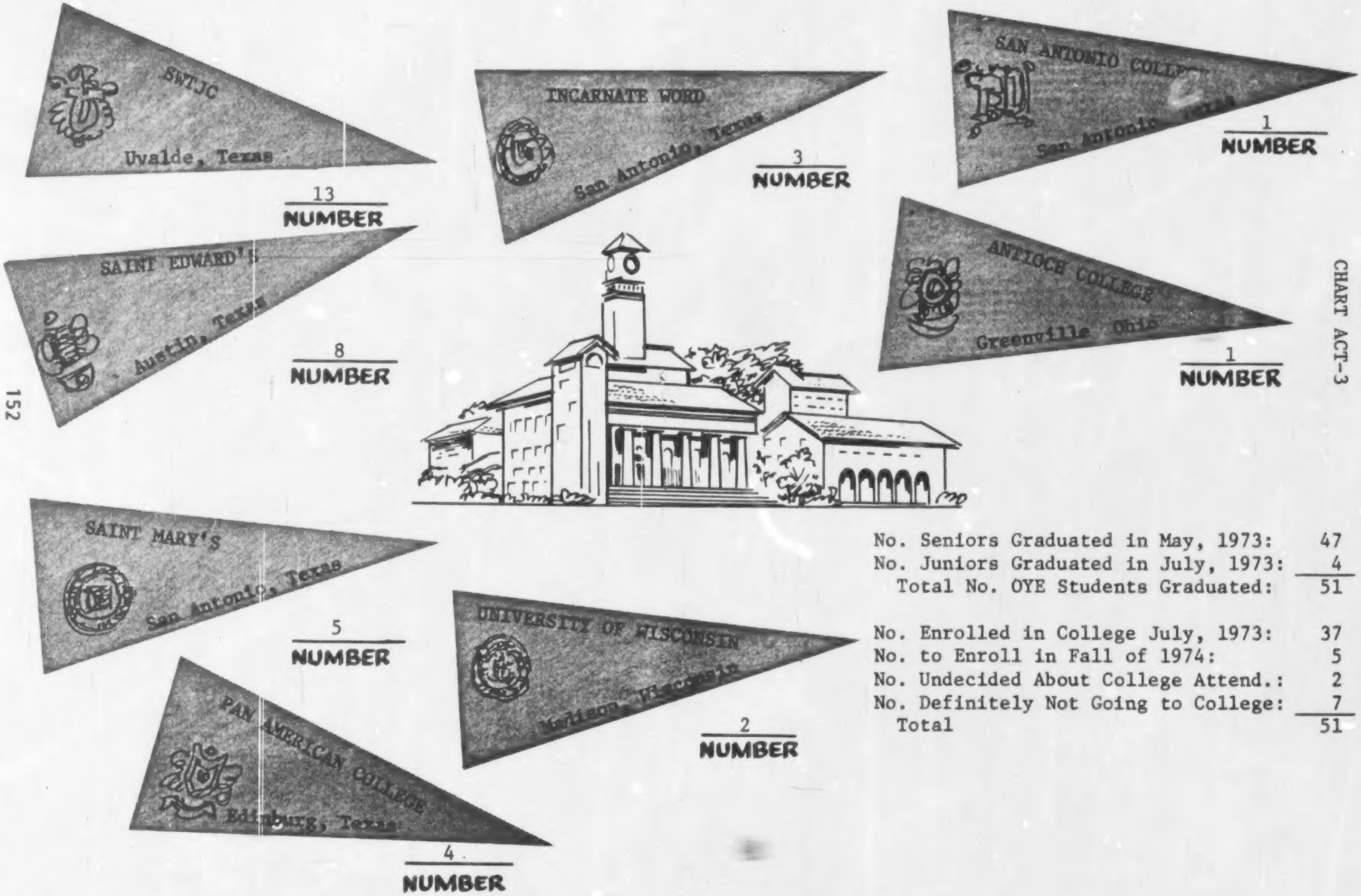
TABLE P

Activity	Total Frequency	%
Music-Instrumental	7	18%
Music-Vocal	10	26%
Working on Campus Newspaper, Yearbook, etc.	14	37%
Student Government	17	45%
Debate	9	24%
Ethnic Organizations	14	37%
Fraternity or Sorority	6	16%
Campus Religious Group(s)	18	47%
Campus Political Group(s)	18	47%
Total Number Students Tested: 53		
No Response to One or More Items: 15		

INSTITUTIONAL PLACEMENT
July, 1973

CHART ACT-3

CHART ACT-3



No. Seniors Graduated in May, 1973:	47
No. Juniors Graduated in July, 1973:	4
Total No. OYE Students Graduated:	51
No. Enrolled in College July, 1973:	37
No. to Enroll in Fall of 1974:	5
No. Undecided About College Attend.:	2
No. Definitely Not Going to College:	7
Total	51

f) University of Texas Attitudinal Survey This survey consisted of a multitude of questions on many topics. The following eleven questions are samples of questions asked and the students' responses.

University of Texas Attitudinal Survey
by Prof. Douglas Foley, Ph.D.
Department of Cultural Foundations
Austin, Texas
April, 1973

A RANDOM SAMPLE OF: 68 OYE Program Students, Grades 11-12
251 Regular Program Students, Grades 9-12

PART I

Question	Answer	OYE	Regular
1. As an adult I would like to live in	a small town.	49%	35%
	a big town.	49%	62%
2. As an adult I would like to live in	South Texas.	51%	39%
	Another part of Texas	12%	20%
	Out of State	35%	39%
3. As an adult I would like to leave Cristal.	No	54%	72%
	Yes	46%	28%
4. Do you plan to go to college?	No	7%	4%
	Unsure	16%	30%
	Yes	76%	66%
5. I like people to call me:	Chicano	66%	39%
	Mexican American	21%	30%
	Latin American	0%	2%
	Mexican	1%	6%
	No Label	6%	20%
6. I prefer:	Chicano	66%	39%
	Any Other	22%	40%
	No Label	6%	17%

University of Texas Attitudinal Survey (Continued)

PART II			
A = Mean B = Standard Deviation		Scores by Groups	
		OYE	Regular
1. Name of Scale: Chicano Symbols Description: Measures the degree of agreement with Chicano political symbols and organizations. Items selected based on those found to be most recognizable in South Texas. Scoring: High score indicates high agreement with Chicano symbols.	A B	5.8529 2.5816	4.8127 2.5394
2. Name of Scale: Discrimination Description: Measures degree of perceived discrimination against Mexican Americans in various settings. Scoring: High score indicates high perception of discrimination and vice-versa.	A B	3.9265 2.0172	2.9363 1.8622
3. Name of Scale: Perceived Justice Description: Measures the perception of the students as to whether Mexican Americans will receive justice in the legal and court system as well as fair treatment by police. Scoring: High score indicates positive feelings of receiving justice and vice-versa.	A B	2.4422 1.6787	1.6912 1.1494
4. Name of Scale: Educational Biculturalism Description: This scale is designated to measure the student's desire for a pluralistic school. Consequently, pro-Anglo and pro-Chicano items are deleted. Scoring: High score indicates high agreement with pluralistic goals and vice-versa.	A B	4.6912 1.4274	4.0199 1.5426
5. Name of Scale: Desire for Mexican American Control of School Description: Measures the desire for control of the educational system by Mexican Americans and to what degree. Scoring: High score indicates high degree for Mexican American control.	A B	4.6176 1.8691	3.2869 2.0409

V. CONCLUSION

After reviewing all of the statistical data found in the preceding section, we can conclude that the program succeeded in accomplishing most of the objectives. The most outstanding achievements were:

A. School attendance improved up to 9%.

B. Retention rate rose to 96%.

C. Dropout rate was reduced to 4%.

D. College attendance rose 40% (from 33% to 73%).

E. Group A students exhibited more positive results than either B or C.

F. O.Y.E. students' grades improved significantly.

G. The family and student counseling services changed the educational aspirations of students and parents.

H. The trust fund proved to be a major factor in college attendance motivation.

I. O.Y.E. students outscored regular program students in all but one subject area tested.

J. Much curriculum material and innovative methods and techniques resulted.

K. Two-hour block periods helped produce a pleasant learning atmosphere.

It is extremely hard to credit any one component of the program with any one of the accomplishments or attitudinal changes that occurred. It is fair, though, to conclude that every single component and phase of the program had its direct effect on the total results. One component working independently of the other would have been doomed to failure. It took the collective effort of all.

Some of what was tried in the O.Y.E. Program failed either partially or completely, but much met with success. All of that which was successful will be phased into the regular high school program next fall. In fact, as this report is being prepared the high school counselors and principal have set up two-hour block periods, divided the 725 students into seven "O.Y.E." clusters, and scheduled students in this new system. The superintendent has hired a folk dancing teacher from Monterrey, Mexico to give more students the opportunity to join the dancing group. He also hired an O.Y.E. high school graduate to help teach students to play the guitar. The E.S.A.A. personnel are in the process of reviewing O.Y.E.'s curriculum to implement that which is ready in September and to convert some of it to modules for implementation in the near future.

Most of the projects which will be phased into the high school will be under the guidance and direction of the E.S.A.A. Program personnel which includes some former O.Y.E. staff members. This program will include a project director, a student counselor, a curriculum specialist, a curriculum writer, and four teacher aides. Half of these positions have been filled with O.Y.E. staff members.

It is the hope of the Crystal City Independent School District (the community, the school board, the superintendent, the O.Y.E. staff and the students) that this district's experiences and results via this report will assist not only this school district but also other Chicano communities that are meeting with frustration in attempting to serve Chicano students but who are ready, willing and able to do something. The projects that met with success in this program may or may not meet with success in another school district, but can be modified to meet the needs of those particular high school students. Our superintendent and his staff will always be ready to assist other school districts' officials, communities, college officials, etc. in whatever way they can. He can be contacted at the address and/or phone listed on the cover sheet of this report.

The community, school board, superintendent, his staff and the students wish to thank the Office of Economic Opportunity, Washington, D. C. for having funded this program. We also wish to thank the O.E.O. staff members who assisted us in so many areas.